A STUDY OF PROCEDURES UTILIZED IN PLANNING OCCUPATIONAL EDUCATION PROGRAMS IN SELECTED FLORIDA JUNIOR COLLEGES

By

FREDERICK HENRY BOYLE

A DISSERTATION PRESENTED TO THE GRADUATE COUNCIL OF
THE UNIVERSITY OF FLORIDA
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

August, 1965

ACKNOWLEDGMENTS

The writer is indebted to many persons for assistance in the development and completion of this study.

The writer wishes to recognize the many courtesies extended to him by Dr. Roe L. Johns, Chairman of his supervisory committee, and by Dr. Robert R. Wiegman, committee member who has graciously and unstintingly guided the writer throughout his doctoral program.

A special debt of gratitude is extended to other members of his supervisory committee: Dr. Melvin C. Baker, Dr. Douglas E. Scates, and Dr. Ruth E. Albrecht, for their many valuable suggestions.

The writer also wishes to recognize the valuable assistance given to him by Dr. James L. Wattenbarger, Director, Division of Community Junior Colleges, Florida State Department of Education.

In addition, the writer wishes to express his appreciation to the numerous personnel of the State Department of Education, to members of the Florida State Industrial Commission, and to the junior college presidents and deans of vocational-technical education who assisted in gathering data for this study.

The writer is especially indebted to his wife Retta for her understanding and encouragement during his entire graduate program.

TABLE OF CONTENTS

		Page
ACKNOWLEDGMENTS		ii
Chapter		
I.	INTRODUCTION	1
	Purpose of Study	3
	Delimitations of the Study	4
	Methods of Procedure	5
	Related Research	7
	Procedures for Planning Junior College Vocational-Technical Programs	11
II.	ELEMENTS OF ORGANIZATION AND LEGAL STRUCTURE WHICH AFFECT OCCUPATIONAL EDUCATION IN FLORIDA'S PUBLIC JUNIOR COLLEGES	18
III.	PROCEDURES UTILIZED IN ASSESSING THE NEED FOR OCCUPATIONAL EDUCATION	34
	Procedures Utilized by Selected State Agencies in Assessing the Need for Occupational Education	35
	Procedures Utilized by Florida Junior Colleges in Assessing the Need for Occupational Education	45
IV.	PROCEDURES UTILIZED IN CURRICULUM PLANNING IN OCCUPATIONAL EDUCATION	60
	The Role of State Agencies in Planning Occupational Programs	60
	Procedures Utilized in Planning at the Junior College Level	74
V.	PROCEDURES UTILIZED IN EVALUATING OCCUPATIONAL PROGRAMS	94
	The State's Role in Evaluation	94

Page

Evaluation Procedures Utilized by Junior Colleges 101

VI. SUMMARY 114

Recommendations 128

APPENDICES 132

BIBLIOGRAPHY 140

CHAPTER I

INTRODUCTION

During the latter half of the nineteenth century, a new type of educational institution emerged in the United States. Originally conceived as a "junior" college, an institution to provide the academic work paralleling the first two years of university education, this college gradually broadened its scope. By the middle of the twentieth century, the philosophy of the community junior college had developed from the earlier, restricted beginnings.

Medsker,[1] Thornton[2] and Wattenbarger[3] envision a community junior college as being uniquely fitted to provide at least four types of programs: (1) education for students wishing to enter upper division work at universities in their junior year; (2) programs designed to fit students for employment; (3) programs of general education for students wishing to improve their intellectual and cultural skills; and (4) a wide range of special services to the community served by the college.

---

[1]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 88.

[2]James W. Thornton, The Community Junior College (New York: John Wiley & Sons, Inc., 1960), p. 34.

[3]James L. Wattenbarger, "The Council Studies the Problem," Junior Colleges for Florida, A Collection of Addresses Delivered at the Annual Meeting of the Florida Association of Colleges and Universities, Winter Park, Florida, April 26-27, 1956. Prepared by the Community College Council (Tallahassee, Florida: The Council, 1956), p. 58.

Since 1946, Florida has been developing a statewide system of public community junior colleges. At the present time, thirty junior colleges are offering educational opportunities within commuting distance of approximately 70 per cent of Florida's citizens.[4]

Current regulations allow Florida junior colleges to offer the four types of programs listed heretofore.[5] This study, however, is concerned with only one of the listed functions, those programs designed to prepare individuals for employment.

Education for employment is given a variety of names. Some authorities use the term occupational education to describe the field, while other authorities use the term vocational-technical education to describe the same field. In this study, the terms occupational education and vocational-technical education are used conjointly to describe the total range of educational effort which prepares individuals for entrance into, or advancement within, an occupation or group of occupations. Such education, for purposes of this study, is considered to be distinct from education leading to a baccalaureate or professional degree.

The importance of junior college occupational education is given perspective by the rapidity of scientific, technological, economic, and social changes which are contributing to new and different manpower requirements at the national, state, and local levels.

---

[4]State Department of Education, Florida's Public Junior Colleges (Tallahassee, Florida: The Department, 1965), p. 1.

[5]State Department of Education, Regulations of the State Board of Education (Tallahassee, Florida: The Department, 1965), chap. 130-8, sec. 130-8.71, p. 128i.

There can be little doubt that many jobs in the years ahead will require persons who are more skilled and better educated than in the past.

The rising standards of educational achievement which will be necessary for occupational success suggest that vocational-technical programs in Florida's junior colleges will have to be sharply attuned to the changing needs of the world of work, as well as to the capabilities of the students these colleges are to serve.

If junior colleges are to provide occupational programs which will adequately serve individual needs, as well as the changing demands of the world of work, they will undoubtedly have to give great emphasis to procedures for planning which take these factors into consideration.

Due to the apparent urgency of national, state,and local needs in the area of occupational education, it was felt that a study of procedures which had been used in planning vocational-technical programs in Florida's junior colleges would be of value in future program planning. Such a study should have value for Florida junior colleges as well as for junior colleges in other states.

Purpose of the Study

The purpose of this study is to identify and describe procedures which have been used in planning vocational-technical programs in ten of Florida's junior colleges, in order to:

1. Gather together into one document a compendium of procedures which have been used in planning vocational-technical programs.

2. Discover procedures which might be used by other junior colleges in planning their vocational-technical programs.

3. Study the relationship between program planning at the state level and at the junior college level, and identify procedures which have contributed to program implementation.

4. Recommend additions and improvements to existing planning procedures which might contribute to more successful planning.

Delimitations of the Study

This study is confined to ten junior colleges established between 1957 and 1961.

The junior colleges included in this study are as follows:

1. Brevard Junior College
2. Junior College of Broward County
3. Central Florida Junior College
4. Daytona Beach Junior College
5. Gulf Coast Junior College
6. Indian River Junior College
7. Manatee Junior College
8. Miami-Dade Junior College
9. North Florida Junior College
10. St. John's River Junior College

These ten junior colleges were chosen because they were established after the 1957 junior college legislation which spelled out certain procedures which junior colleges were to follow subsequent to that date. One of the requirements of this legislation was that each new junior college area, seeking priority one status for the establishment of a community junior college, should undertake a survey to determine the

need for such an institution in the county or counties to be served by the proposed junior college.[6] Junior colleges established prior to 1957 were not required to perform the preliminary studies of need required by the 1957 legislation. For this reason, these junior colleges were not included in this study.

Junior colleges established after 1961 were not included in this study because their vocational-technical programs have been offered in temporary facilities, and because of this limitation, have not been able to develop in the most desirable fashion.

Methods of Procedure

1. The literature relating to the field of occupational education was reviewed. Special attention was given to: (a) literature relating to the need for trained manpower; (b) literature relating to the role of the community junior college in vocational-technical education; (c) literature relating to procedures used in planning junior college vocational-technical programs.

2. The organizational structure and legal structure of junior college education in Florida was reviewed. Also reviewed were those elements of organization and legal structure which impinged on vocational-technical education in the total complex of county educational institutions: secondary schools, adult schools, special vocational schools, and junior colleges.

3. Each of the junior colleges included in this study was visited. In each case, the president and the appropriate director of

---

[6] Ibid., chap. 130-8, sec. 130-8.03, p. 124.

vocational-technical education were interviewed as to the procedures that had been used in planning occupational programs. In some cases, because of internal organizational patterns in a given junior college, other individuals were interviewed. An interview guide (see Appendix A) was used to gather data from the individuals cited. During the interviews, the interview guide was retained by the interviewer; and individual questions were framed within the context of the interview situation. The interviews were recorded and the interview tapes were transcribed by the writer at a later date.

4. The president of each junior college provided a number of resource materials for the writer to study. These materials included sections relating to procedures that the junior college had used in planning their vocational-technical programs. Included among these materials were: (a) the original brief submitted to the State Board of Education outlining the need for a community junior college in that area; (b) a copy of institutional self-studies undertaken by the college; (c) a copy of state accreditation reports; (d) a copy of the current catalog.

5. Two visits to Tallahassee, Florida, were necessary in order to interview appropriate individuals in the State Department of Education. Selected staff members of the Division of Vocational, Technical and Adult Education were interviewed as was the Director of the Division of Community Junior Colleges. These individuals were asked to outline procedures which had been used by state agencies in assisting junior colleges to plan occupational programs. Also, the Director of

Research and Planning of the Florida State Employment Service was interviewed regarding the types of assistance which his agency has been able to provide the junior colleges in the area of employment.

6. In addition to the above procedures, the writer reviewed the material collected during his visits to junior colleges in connection with his work as a Research Associate for the Florida Study of Vocational-Technical Education. Conclusions and recommendations of the Florida Study of Vocational-Technical Education, which were included in a publication of the same name, were reviewed.

Related Research

The literature reviewed for this study was grouped into three major categories: (1) the national, state, and local needs for trained manpower as they relate to procedures for program planning; (2) the relationship of program planning in vocational-technical education to the role of the community junior college; (3) procedures which have been used in planning vocational-technical programs.

The need for trained manpower

The national need for trained manpower is well documented. The U. S. Department of Labor,[7] the National Science Foundation,[8] the

---

[7]U. S. Department of Labor, Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization and Training (Washington: Government Printing Office, 1963).

[8]National Science Foundation, The Long Range Demand for Scientific and Technical Personnel, prepared for the National Science Foundation by the U. S. Department of Labor, Bureau of Labor Statistics (Washington: Government Printing Office, 1961).

National Manpower Commission[9] and numerous other public and private agencies have made important contributions in compiling data relating to the nature of national manpower needs. The need for greater efforts in training people for service in professional, sales, office, construction and technical occupations is stressed by the above literature.

The Educational Policies Commission, in their publication Manpower and Education,[10] pointed out that population changes, widespread and rapid advances in technology, and expanded national defense activities have combined to cause acute shortages of manpower in the areas noted above; and in other areas significant to American welfare.

It is important to note that the shortages stressed by the aforementioned studies are occurring at a time in which the rate of unemployment in the United States is fluctuating in the vicinity of 5 per cent of the labor force.[11] Such a situation leads to the conclusion that better utilization of human resources may contribute both to a diminution of unemployment and to a greater number of adequately trained persons to serve in occupations where scarcities now exist.

The Educational Policies Commission[12] has stressed the fact that the manpower needs of the nation as a whole cannot be separated from the manpower needs of the individual states, nor for that matter, from the manpower needs of individual communities.

---

[9]National Manpower Commission, Improving the Work Skills of the Nation (New York: Columbia University Press, 1955).

[10]Educational Policies Commission, Manpower and Education (Washington: National Education Association, 1965), p. 123.

[11]U. S. Department of Labor, op. cit., p. 33.

[12]Educational Policies Commission, op. cit., p. 15.

The Commission stressed the necessity for planning in the following words:

> The manpower problem arises from demographic changes and technological changes, each presenting new variables in the period lying immediately ahead. It is not simply a matter of total supply and demand, but a situation requiring continual analysis and adjustment in many phases of American life, a new thoroughness in the search for human talent, a new synchronization of talents and needs and opportunities, and a new assessment of the problems and possibilities in American life. American educators and institutions are under obligation to be involved not only in that assessment but in shaping the developments that lie ahead.[13]

John Gardner, in Goals for Americans, stated that the community junior college is an important ingredient in the movement toward increased diversity in higher educational institutions. Gardner agreed with authorities cited earlier, that:

> There should be roughly within commuting distance of every high school graduate (except in sparsely settled regions) an institution that performs the following functions:
>
> (a) offers two-year programs for students not going on to a four-year college career.
>
> (b) offers transfer programs for students who do wish to complete a four-year program.
>
> (c) serves as a technical institute for the community, serving local needs for vocational and sub-professional education.

---

[13] Ibid., p. 25.

(d) offers continuing education to adults.[14]

The functions suggested by Gardner are not completely distinct functions; that is, not completely distinct one from the other. For example, terminal programs may also be vocational programs; and vocational-technical services to the community may be offered to full-time post-high school students, full-time adult students, and to out-of-school youth and adults on a part-time basis. Whatever definitions are used, and whatever organizational arrangements are utilized to offer educational services, the important point emphasized by the literature is that the true community junior college offers a wide range of educational services to all individuals in the service area of the college who can benefit from, and who wish to take advantage of such services.

B. Lamar Johnson,[15] in a recent publication of the Southern Regional Education Board, pointed out that available evidence indicates that preparation for employment, is in all sections of the country, recognized as an important responsibility of the two-year college; and that the trend in junior college education is toward the comprehensive institution which includes preparation for employment. This type of institution has a number of advantages according to Johnson. First,

---

[14]John W. Gardner, "National Goals in Education," Goals for Americans: The Report of the President's Commission on National Goals (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960), p. 91.

[15]B. Lamar Johnson, "Alternative Patterns for Post-Secondary Technical-Vocational Education," Technical-Vocational Education and the Community College, Proceedings of the Thirteenth Annual Legislative Work Conference of the Southern Regional Education Board, Williamsburg, Virginia, August 27-29, 1964, pp. 10-14.

students may, when desirable, move from one curriculum to another without changing colleges. Second, the comprehensive community college offers general education as an essential part of its program. Third, the comprehensive college emphasizes the education of adults as well as youth. Finally, the junior college is a community college; and offerings are planned to meet the needs of the communities and to elicit participation of citizens in program planning, program development, and program operation.

Venn[16] stressed the fact that occupationally oriented studies at the junior college level could qualify a great many persons for worthwhile jobs on the skilled, technical and semi-professional levels, where there are acute manpower shortages.

Procedures for Planning Junior College Vocational-Technical Programs

In a speech at a 1963 workshop, Miner[17] posed the question as to how a junior college organizes for excellence in occupational education. He suggested that such a deliniation should include a state or regional master plan. Such a master plan should include a study of manpower needs and should make estimates of categories of trained personnel which are needed. Miner also stated that there should be some local studies undertaken in the junior college service area of particular

---

[16]Grant Venn, Man, Education, and Work (Washington: American Council on Education, 1964), p. 2.

[17]Edwin H. Miner, "Organizing for Excellence," Excellence in Terminal Education, Proceedings of the Third Annual Junior College Administrative Teams Institute, Daytona Beach, Florida, July 29 to August 2, 1963 (Gainesville, Florida: The Institute, 1963), pp. 16-29.

characteristics of that smaller area, with particular attention to current employment practices as well as recent and contemplated changes in employment needs.

As an approach to better program planning, Miner suggested that a junior college seek the help of all agencies involved in community betterment; and solicit their help in supplying data, information and recommendations for potential programs. He stated that the junior college administrator who sets up occupational programs, would do well to get as much intelligent help as possible from local, regional, and state sources. He stressed the need for studies prior to establishment of a junior college. These studies should review changing community needs which relate to the college's program.

Dwyer[18] pointed out that the junior college must assume the responsibility for determining the level of competency and the degree of skill necessary for a given occupation. Courses and curricula must be so constructed that the content will realistically meet the requirements set by each occupational objective. The consultants to be used in this analysis, said Dwyer, may include industrial management, and the personnel officer; but the requirements of the job itself set the pattern for what is to be offered at the junior college. Men on the job can be the best sources of advice. The educator, working with others, provides the professional mode of study, the analysis, and the conclusions.

---

[18]William B. Dwyer, "What is Excellence," Excellence in Terminal Education, Proceedings of the Third Annual Junior College Administrative Teams Institute, Daytona Beach, Florida, July 29 to August 2, 1963 (Gainesville, Florida: The Institute, 1963), pp. 1-15.

That the junior college must assume the initiative to update and identify the specific needs of each occupation that falls within the pattern of the two year college, was also stressed by Dwyer. He stated further that the junior college must be receptive to new curricula and must be willing to experiment.

A 1962 publication of the U. S. Office of Education[19] pointed out that occupational surveys, education-industry conferences, and consultative services have been used in attempts to identify the work functions and the training needs of technicians. This publication stressed the need for a more precise analysis of the relation between the function of the technician and the education that can most effectively meet these requirements. As reported in this publication, vocational education has traditionally made use of certain techniques to insure the effectiveness of training programs. Two widely used techniques are the occupational survey to determine training needs and the job analysis to determine curriculum content.

A report of the Florida State Department of Education[20] outlines the results of a study of the statewide need for technicians and points out that a need exists for studies to determine the types of preparations which the various kinds of technicians should possess.

---

[19]U. S. Department of Health, Education and Welfare, Occupational Criteria and Preparatory Curriculum Patterns in Technical Education (Washington: Government Printing Office, 1962), pp. 2-4.

[20]State Department of Education, 1964 Technical Education Survey Report (Tallahassee, Florida: The Department, 1964).

This report also urges the need for local surveys of a more intensive character to be conducted in Florida counties.

The need for vocational surveys, methods of surveying, and examples of survey instruments are provided by the Florida State Department of Education in a 1959 publication.[21]

Harris[22] discussed the various procedures for assessing the need for vocational-technical programs in communities served by junior colleges. He pointed out advantages and disadvantages of the "expert" survey and of the "citizens participatory study." He also provided guidelines for collecting and analyzing data relating to the need for trained workers on all levels. He cautioned that occupational surveys are not the only means by which curricula come into being and that all members of a junior college staff must stay alert to developing needs for educational service. Harris also pointed out the value of self-studies in assessing the college's capabilities to offer vocational-technical education and the value of self-studies as tools for evaluating on-going programs.

Incidental to a study of procedures used in ititiating community junior colleges in Florida, Barringer[23] related certain procedures impinging on the role of vocational-technical education. Barringer

---

[21]State Department of Education, Technical Education, Technicians for Florida Industries (Tallahassee, Florida: The Department, 1959).

[22]Norman C. Harris, Technical Education in the Junior College: New Programs for New Jobs (Washington: American Association of Junior Colleges, 1964), p. 50.

[23]Bobby A. Barringer, "Procedures Used in Initiating Community Junior Colleges in Florida" (Ed. D. dissertation, College of Education, University of Florida, June, 1964).

stressed the continuing importance of joint cooperation and coordination between all levels of education.

A California study of technician training,[24] which covered schools and industries in the San Fernando Valley, presented a comprehensive picture of procedures used in collecting data, a summation of the data collected, and a discussion of instruments used in the survey.

A survey similar to the San Fernando study was reported by the Contra Costa Junior College District of Contra Costa, California.[25] A number of the aforementioned studies are especially valuable for their discussion of methods and instruments for gathering data.

The Electronics Industries Association[26] stressed the fact that the most important step toward establishing an electronics training course, or upgrading an existing one, is the organization of a local advisory group consisting of educators and representatives of industry. Such a committee, when sensitive to the daily needs of local industry, can provide the effective interchange of information so vital to both school and industry. Such committees, this publication suggests, can assist in determining community needs, can assist in evaluating the vocational-technical program, and can aid in the selection and placement

---

[24]Donald D. Dauwalder, Education and Training for Technical Occupations (Los Angeles: Los Angeles City School District, Division of Extension and Higher Education, 1961).

[25]Contra Costa Junior College District, Occupational-Vocational Education Study for Contra Costa County (Contra Costa, California: The District, 1957).

[26]Electronics Industries Association, Organization, Function and Operation of Industry Advisory Groups (Washington: The Association, undated), pp. 1-12.

of students. They can also assist and support the teacher, can promote adult classes, and can offer financial and moral support to the program.

The value of advisory committees in supporting the development of a broad range of vocational-technical curricula has been presented by publications of the U. S. Department of Health, Education and Welfare,[27] and the American Vocational Association.[28]

With reference to a continuing need for evaluation of technical offerings, Clausen[29] stated that:

> Due to the rapid strides made by our ever-changing technologies, increased efforts should be expended to assure that our curriculums, courses of study and instructional materials are consistently revised and updated to "the state of the art." This implies active coordination between our public schools and industry on an intensified basis.

That the State of Florida is concerned with continued improvement of vocational-technical education is evidenced by the recent completion of a statewide study of vocational-technical education.[30] The report of this study included a forecast of the occupational needs of the state as well as a survey of existing programs of vocational-technical

---

[27]U. S. Department of Health, Education and Welfare, Organization and Effective Use of Advisory Committees (Washington: Government Printing Office, 1960).

[28]American Vocational Association, Vocational Advisory Committees (Washington: The Association, 1957).

[29]Walter H. Clausen, "The Needs and Opportunities for Technicians in Industry." Paper read before the Technical Education Workshop, Miami, Florida, July 10-28, 1961.

[30]State Department of Education, The Florida Study of Vocational-Technical Education (Tallahassee, Florida: The Department, 1965).

education. In addition, the study offered recommendations for a statewide program of vocational-technical education designed to meet the occupational needs of the state. Included in the study were recommendations regarding the nature of coordination and planning which must take place in order to fully implement the suggested program of vocational-technical education.

CHAPTER II

ELEMENTS OF ORGANIZATION AND LEGAL STRUCTURE WHICH AFFECT OCCUPATIONAL EDUCATION IN FLORIDA'S PUBLIC JUNIOR COLLEGES

The organization of junior college education in Florida and the complex of laws and regulations at the state and local levels which relate to occupational education have important bearing on the nature and extent of planning in occupational education which takes place in Florida's public junior colleges.

In order to provide the proper perspective, an attempt is made in this chapter to present those elements of organization and legal structure which affect the planning of vocational-technical programs in Florida's junior colleges.

Organization of junior college education in Florida

Figure 1 presents a schematic diagram of those elements of organization which are of importance to this study. Figure 2 outlines the major structural divisions of the State Department of Education. Figures 1 and 2 are closely related. The descriptions accompanying them attempt to show the major responsibilities of each of the boards, departments, and divisions as well as the relationships which exist between them.

The State Board of Education (Figure 1) has general supervisory control of all public education which is offered in the State of

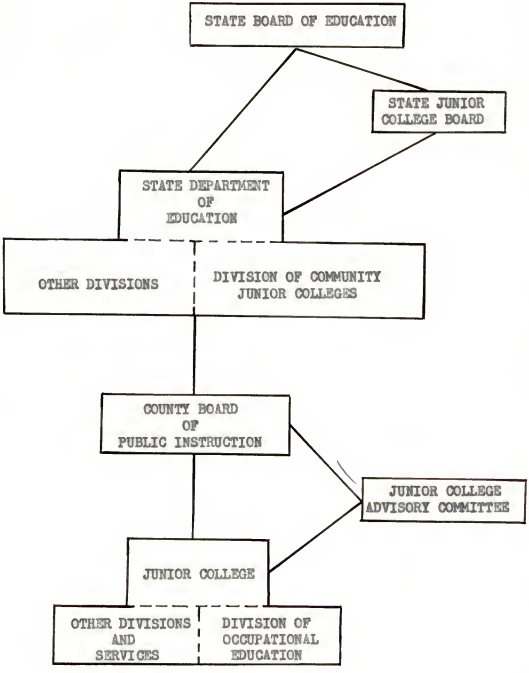

Figure 1. Junior College Organization in Florida

Florida.[1] The Governor, the Superintendent of Public Instruction, the Secretary of State, the Attorney General, and the State Treasurer are represented on this Board. All of these officials are elected to the offices they hold in a statewide election. Once elected, they automatically become members of the State Board of Education.

The State Department of Education is located immediately under the State Board of Education. This Department is headed by the State Superintendent of Public Instruction. The State Superintendent and his staff in the various divisions of the State Department of Education are charged with administering all aspects of public education from kindergarten through junior college.[2]

At the same level as the State Department of Education (Figure 1) is found the State Junior College Board. The seven members of this Board are appointed by the Governor and are charged with the responsibility of establishing statewide policies regarding operation of public junior colleges. The State Junior College Board is responsible for articulation and coordination of junior college education with education in other institutions. Such articulation is subject to approval of the State Board of Education.[3]

Staff services for the State Junior College Board are provided by the Division of Community Junior Colleges, a Division of the State Department of Education. The Director of the Division of Community Junior Colleges serves as Executive Secretary to the State Board of Junior Colleges.

---

[1] State Department of Education, Florida School Laws (Tallahassee, Florida: The Department, 1963), chap. 229, sec. 229.07, p. 7.

[2] Ibid., chap. 229, sec. 229.19, p. 13.

[3] Ibid., chap. 228, sec. 228.15, p. 4.

The Division of Community Junior Colleges is one of eight divisions of the State Department of Education and is responsible for developing plans and for recommending policies governing the operation and improvement of Florida's community junior colleges.

Community junior colleges in Florida are organized and operated as institutions of higher learning and as part of the local school systems of the counties in which they are located.[4] In this framework, an individual junior college is under the direction and supervision of the County Board of Public Instruction. The County Superintendent of Public Instruction, as the legally designated officer of the Board, is thus responsible for carrying out the policies of the County Board in regard to public schools in that county, including policies and procedures relating to the junior college.[5]

Each public junior college in Florida is required by law to have a Junior College Advisory Committee.[6] Members of this Committee are nominated by the County Board of Public Instruction and are appointed by the State Board of Education.[7]

The County Board of Public Instruction, upon the recommendation of the Junior College Advisory Committee, and with the approval of

---

[4]State Department of Education, Regulations of the State Board of Education (Tallahassee, Florida: The Department, cumulative edition), chap. 130-8, sec. 130-8.02, p. 123.

[5]Florida School Laws, chap. 230, sec. 230.32, p. 35.

[6]Ibid., chap. 230, sec. 230.47, p. 43.

[7]Ibid.

the State Board of Education, appoints a president for the junior college.[8] The Junior College Advisory Committee works with the president to develop policies for operation and development of the junior college. It approves budgets, reviews curriculum plans, and makes recommendations to the County Board of Public Instruction relating to policies at the junior college.[9]

The junior college president serves as ex-officio secretary to the Junior College Advisory Committee, and is responsible for the internal operation of the junior colleges within pertinent state and local regulations.

The internal organization of junior colleges in Florida varies from college to college, but every junior college in this study has an organizational structure in which a department or division of vocational and/or technical education is represented. This department and/or division is headed by a director or a dean with specific responsibility for vocational and/or technical education.

Organization of the State Department of Education

The organization of the State Department of Education also has important bearing on the nature and extent of planning which takes place in junior college vocational-technical education.

Figure 2 presents those organizational aspects of the State Department of Education which are important for purposes of this study.

---

[8] Ibid.

[9] Ibid.

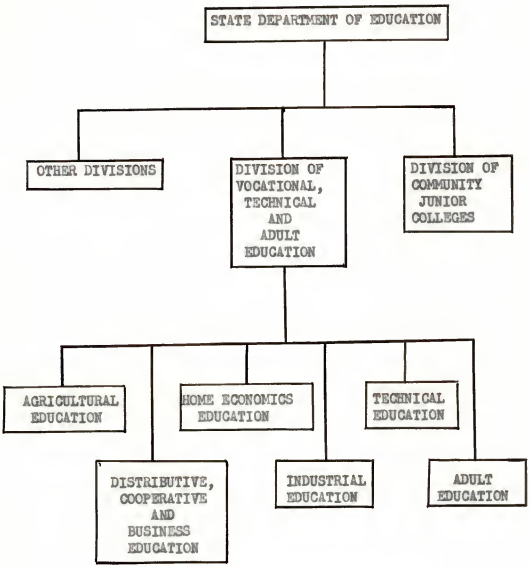

Figure 2. Organization of the Florida State Department of Education

The role of the State Superintendent of Public Instruction has been stressed earlier. Also, it has been pointed out that the State Department of Education has eight major structural divisions. Only one of these divisions, the Division of Community Junior Colleges, is responsible for the total program of any one educational institution - in this case, the junior college. The other divisions are responsible for specific elements of programs in all of Florida's public schools. For example, the Division of Instruction provides services in the instructional area to elementary schools, secondary schools, and to junior colleges. The Division of Vocational, Technical and Adult Education provides services in vocational, technical, and general adult education at all levels of the public school system in Florida. The Division of Community Junior Colleges, in discharging its responsibility for all junior college education, must depend on the professional services provided by the other Divisions of the State Department of Education. That is, services provided by other divisions are not duplicated in the Division of Community Junior Colleges. In the area of vocational-technical education, these services are provided by the Division of Vocational, Technical and Adult Education.

The method of organizing education in Florida, and specifically the aspects of organization which relate to vocational-technical education, require that state and local boards and school personnel provide for extensive amounts of cooperation and coordination. Some of the more appropriate aspects of coordination are provided for within the statutes of the State of Florida and within regulations adopted by the State Board of Education.

Laws and regulations affecting occupational education in Florida's junior colleges

Chapter 230 of Florida School Laws states that:

> A junior college, established or acquired under the provisions of 230.46, shall comprise a part of the county school system . . . . and the state board shall prescribe minimum standards which must be met before a junior college is organized, acquired or operated, and which will assure that the purposes of the junior college shall be attained.[10]

Standards mentioned in the foregoing quotation are contained in Regulations of the State Board of Education. In regard to the role of the junior college in vocational-technical education, these regulations state that:

> Junior colleges shall offer a program of studies consisting of courses ordinarily offered in freshman and sophomore years of universities and such terminal, vocational, technical and adult programs as are needed in the community served by the junior college and authorized by the local school authorities . . . .[11]

Standards for evaluation and accreditation of junior colleges are also found in the Regulations of the State Board of Education. The specific standard which applies to vocational-technical education is as follows:

> A community junior college shall provide programs specifically designed for students who will enter employment in jobs which require training beyond that ordinarily provided in high schools. Programs of this nature should be of high quality and consistent with the general objectives of the college.[12]

---

[10] Florida School Laws, chap. 230, sec. 230.47, pp. 43-44.

[11] Regulations of the State Board of Education, chap. 130-8, sec. 130-8.71, p. 128H.

[12] Ibid., chap. 130-8, sec. 130-8.52, p. 128E.

The responsibilities of the junior college are somewhat expanded under a subsection entitled Community Service.

> Each community junior college should seek ways in which it can contribute to the educational and general cultural needs of the community it serves, provided these needs fall within the area of responsibilities assigned to the college. There should be offerings which meet such vocational, personal, and cultural needs as are determined by continuous, careful analysis of the community. These offerings should be of high quality, but not necessarily offered for college credit.[13]

In effect, junior colleges may offer a broad range of vocational-technical programs to a broad range of students, under the general guideline laid down above - the general guideline that whatever program is offered be of high quality.

A number of different types of educational institutions offer vocational-technical offerings for Florida's citizens. In order to provide for coordination of the work in different institutions and at different levels, the State Board of Education has adopted the following regulation:

> The county boards contributing to the support of a junior college shall by policy determine the respective responsibilities of the junior college and other educational agencies for occupational and general adult education programs. The state superintendent shall develop alternative plans for assignment of such responsibilities, and the plan or modification thereof adopted as policy by each board shall be filed with the state superintendent.
>
> The junior college, in areas of responsibility assigned to it by the county boards, shall survey and maintain a current appraisal of the needs of

---

[13] Ibid.

> its supporting counties in its assigned areas of responsibility and shall develop and offer such occupational and general adult education programs as are appropriate and consistent with law and regulations.[14]

The mandate of the first sentence in the above regulation has, in most cases, been carried out according to the letter of the regulation.[15] Whether the remainder of the regulation has been fully implemented will be examined later.

Within the State Department of Education, the Division of Vocational, Technical and Adult Education and the Division of Community Junior Colleges have cooperatively worked out four general plans for the organization and operation of occupational education in counties having junior colleges.

In order to provide a statement which would help guide county boards of public instruction, these four plans were circulated in a bulletin entitled, Alternative Plans of Organization and Operation of General Adult and Vocational Educational Services in Areas Served by Community Junior Colleges.

According to the bulletin, the initiation of any one of the four plans of operation would require the following:

> A. The board and superintendents of cooperating counties must establish a policy of educational services for which the public school system including grades 1-12 and the community junior college is to be responsible.

---

[14] Ibid., chap. 130-8, sec. 130-8.73, p. 128I.

[15] A recent state study of vocational-technical education intimates that this mandate has not been carried out according to the spirit of the regulation (Florida Study of Vocational-Technical Education, p. 43).

B. The community junior college administration, faculty, and advisory committee must accept and support the role and responsibilities of the community junior college as envisaged in the plan of operation adopted.

C. When the community junior college assumes responsibility for programs of general adult and/or vocational education, the personnel who are assigned administrative or supervisory responsibilities for these services must become familiar with the principles and procedures involved in the initiation and operation of such programs. Such individuals should establish working relationships and liaison procedures with appropriate divisions and sections of the State Department of Education, and avail themselves of opportunities made available for in-service orientation and education.[16]

The bulletin listed the four organizational patterns, the pre-existent conditions at the county level which would make it feasible to adopt a particular pattern, and the conditions which would have to be met for the pattern to operate efficiently. The patterns suggested in the bulletin and the pre-existent conditions necessary for success are as follows:

Plan I

If (A) there is real evidence of philosophical commitment to the value and purposes of general adult and vocational-technical programs existing with the college administration and faculty, and

(B) there are educational needs not being met because of limited existing programs of general adult, and/or vocational education; and/or there is good evidence

---

[16]State Department of Education, Alternative Plans of Organization and Operation of General Adult and Vocational Services in Areas Served by Community Junior Colleges (Tallahassee, Florida: The Department, 1964, mimeographed).

to indicate that by administering these existing programs through the community junior college they will be expanded and improved to meet more adequately the needs of the community,

then it is recommended that the community junior colleges have primary responsibility for education of persons beyond high school age.

Plan II

If (A) programs of general and/or vocational education as an existing part of the county system are serving the basic needs in these areas, and

(B) there exist unmet needs for certain types of offerings which it may be desirable to provide, and

(C) there is evidence of a genuine desire on the part of the college to serve the general adult and vocational needs not otherwise being met in the county, and

(D) the college has certain resources (physical plant, staff, organization, etc.) which may be used in serving general adult and vocational-technical needs, and there is reason to believe that such needs can better be met by the community junior college than by other agencies of the school system,

then it is recommended that the community junior college have responsibility for associate degree and certificate programs plus certain other offerings for adults not provided in the general adult or vocational-education program in the county school system.

Plan III

If (A) excellent programs of general adult and/or vocational education are existing and serving basic needs in these areas, and

(B) there is widespread feeling in the community and among the college faculty that the college should offer only college level work or work leading to an associate degree, and

(C) there exist unmet needs for certain types of short courses which the community junior college by virtue of its physical and faculty resources is uniquely able to fill,

then it is recommended that the community junior college have responsibility only for associate degree and certificate programs plus certain short courses, institutes, etc. related to existing programs of the college and similar to college credit courses.

Plan IV

If (A) there exist strong general adult and vocational education programs, and the school administration and community are satisfied with these existing programs, and

(B) the prevailing philosophy and the expectation of the community is that the community junior college should offer only college credit programs,

then it is recommended that the community junior college have responsibility only for programs for which college credit is awarded.[17]

The plan of organization accepted by a county will have important effects on the nature of planning which takes place. Particularly will the types of coordinative efforts which take place between different

---

[17] Ibid.

schools vary from place to place. Table 1 denotes the plans which have been accepted by junior colleges in this study.

Seven of the junior colleges listed in Table 1 serve more than one county. Miami-Dade Junior College, Brevard Junior College and the Junior College of Broward County serve only the counties in which they are located.

Although the county of location of a junior college may select one of the suggested plans for organizing vocational-technical education, it is possible for one of the supporting counties to select a different plan. For example, Marion County has assigned full responsibility for vocational-technical education to Central Florida Junior College. Levy County, which contributes to the support of Central Florida Junior College, administers units for vocational, technical and general adult education within Levy County. In addition, Levy County sends students to Central Florida Junior College who enroll in college level technical programs which are supported by junior college instructional units.

Such a situation is possible because two types of units are available for support of vocational-technical education. Units for vocational-technical education of less than college level are administered by the Division of Vocational, Technical and Adult Education and are assigned to each county on the basis of requests cleared through the County Board of Public Instruction. Programs supported by these units may be offered by any of the public schools of the county, at the discretion of the County Board of Public Instruction, and within regulations of the State Board of Education. Junior colleges in these counties receive junior college instructional units on the basis of average daily

TABLE 1

PLANS FOR THE ORGANIZATION OF VOCATIONAL-TECHNICAL EDUCATION AS ACCEPTED BY COUNTY BOARDS OF PUBLIC INSTRUCTION FOR JUNIOR COLLEGES INCLUDED IN THIS STUDY

County	Junior College	Plan Accepted
Bay	Gulf Coast Junior College	III
Brevard	Brevard Junior College	I
Broward	Junior College of Broward County	III
Dade	Miami-Dade Junior College	II & III
Madison	North Florida Junior College	III
Manatee	Manatee Junior College	II
Marion	Central Florida Junior College	I
Putnam	St. John's River Junior College	III
St. Lucie	Indian River Junior College	I
Volusia	Daytona Beach Junior College	I

attendance for college-level credit courses. Junior college instructional units are assigned directly to the junior college. The county of location of a junior college, upon accepting Plan I, assigns units provided by the Division of Vocational, Technical and Adult Education to the junior college for those programs which are offered at the junior college.

That there are inequities in the values of these units is pointed out by the Florida Study of Vocational-Technical Education.

> Regular junior college units have been used for college credit terminal occupational programs that are offered by the junior colleges. However, several junior colleges are allocated vocational units by the counties in which they operate in order to conduct non-credit courses in occupational education. In 1963-64 the value of a vocational unit for teachers' salaries was $200 less for each of the three teachers' ranks than for a junior college unit. Likewise, the value of a vocational unit for "other current expenses" was $525, making the total difference in the value of the units at least $725. This means that a unit used for teaching a non-credit course for the junior college, and supported by a vocational unit, will receive less reimbursement than a regular junior college unit. This arrangement handicaps the program, is inequitable, and it places financial limitations on the college in expanding and developing non-credit programs.
>
> Furthermore, reports from the junior colleges indicate that they are discouraged from using vocational units which may be more appropriate to non-credit courses than the regular junior college units because of the lower value of the vocational units. If junior colleges are to be encouraged to render services in occupational programs, adequate and equitable financial support is needed for non-credit courses as well as for the regular program. There should be no difference in value of units used in the same program, providing the other factors are equal.[18]

---

[18] Florida Study of Vocational-Technical Education, p. 81.

CHAPTER III

PROCEDURES UTILIZED IN ASSESSING THE NEED FOR OCCUPATIONAL EDUCATION

The raison d'etre of the community junior college is to provide services to meet the educational needs of the community which it serves. This community is, in the first instance, the individual county or counties which support the junior college. In another sense, the junior college provides educational services which are of benefit to the state and to the nation. In this context, the concept of community encompasses a larger area than the geographical boundaries of the local community.

In order to provide services to meet local, state and national needs in vocational-technical education, the junior college must know what these needs are. It has not been the usual practice to expect an individual junior college to attempt to maintain a current assessment of state and national needs. Such assessments reasonably are the function of state and national agencies. On the other hand, a junior college is usually expected to maintain a current assessment of the needs of its local community.

In this regard, as noted in Chapter II, Florida has provided that each community junior college shall " . . . survey and maintain a current appraisal of the needs of its supporting counties in its assigned areas of responsibility . . . ."[1]

---

[1] Supra, p. 27.

Emphasis in this chapter will be given to procedures for measuring the need for occupational education which have been utilized by state agencies and by individual junior colleges. Agencies which provide data relating to the national need have been covered in the review of related research.

Procedures Utilized by Selected State Agencies in Assessing the Need for Occupational Education

The State Department of Education and the State Industrial Commission are the two agencies in Florida which have provided the bulk of data relating to the need for vocational-technical education. Other state agencies which have performed functions impinging on this need have relied on the State Department of Education and State Industrial Commission for collection of data. Only the roles of these two agencies are reviewed here.

The State Department of Education

As reported earlier, the Division of Community Junior Colleges has depended on other divisions of the State Department of Education for professional assistance in carrying out many of the studies relating to junior college vocational-technical education. Staff personnel from the Division of Community Junior Colleges have worked closely with other divisions in planning and coordinating such studies. In the assessment of need for vocational-technical education, the Division of Community Junior Colleges has worked with the Division of Vocational, Technical and Adult Education and through that division with other state agencies.

Surveys of occupational needs.--The Division of Vocational, Technical and Adult Education has completed a number of surveys of occupational needs which have proven to be of value to the junior colleges of Florida. One type of survey which they have undertaken is referred to as a "vocational survey."

An example of this type of survey was recently undertaken in Bay County, the county of location for Gulf Coast Junior College. Results of this survey were published under the title, Meeting the Need for Vocational, Technical, General Adult, and Related Education in Bay County.[2] This study, and others like it, have been initiated at the request of the individual county superintendents. The studies have been undertaken by visiting committees of State Department of Education personnel and in some cases have included other appropriate individuals.

The Bay County study stated that:

> This is a report of the findings and recommendations of a State Department of Education survey committee which . . . made a study of the present high school, junior college, and adult programs of vocational, technical, general adult, and related education in Bay County . . . . These findings are based upon conferences with the County Superintendent and members of his administrative staff, school principals and staff members, junior college administrators and staff members.[3]

The study included a section on the employment needs of Bay County. For the most part, data for this section were taken from census information and from publications of the State Industrial Commission.

---

[2]State Department of Education, Meeting the Need for Vocational, Technical, General Adult, and Related Education in Bay County (Tallahassee, Florida: The Department, 1963).

[3]Ibid., p. 4.

The visiting committee did not attempt to do any original research regarding employment needs.

Another type of occupational survey was undertaken in 1959. Under the joint sponsorship of the Division of Vocational, Technical and General Adult Education, The Florida Employment Service, and the Florida Development Commission, a study of Florida's need for technicians was initiated.

Results of this survey were published by the State Department of Education under the title, Technicians for Florida's Industries.[4] The study included seventeen counties, but was somewhat limited in four of the seventeen counties, namely Alachua, Duval, Leon and Orange. The study included a descriptive analysis of respondents by the products manufactured and by the activities in which the respondents engaged. It also included a summary of employment of technicians and a projection of future demands for trained technicians. Recommendations included in the study outlined the type of technical education, which should be emphasized in individual schools, the nature of a balanced statewide program in technical education and types of research which should be undertaken to further clarify the role of the technician.

Bay, Volusia, Brevard, Broward, and Dade, five of the seventeen counties included in the above study, are counties of location for junior colleges included in this dissertation. Information relating to the need for technicians in these counties has been of value to junior colleges

---

[4]State Department of Education, Technical Education, Technicians for Florida's Industries (Tallahassee, Florida: The Department, 1959).

planning vocational-technical programs. At least one of the individuals interviewed at each of the junior colleges alluded to above referred to this survey as being of value in program planning.

Knowledge and utilization of data included in Technicians for Florida's Industries were not limited to junior colleges located in the counties surveyed. All junior colleges visited referred to the above study. It seemed to be of particular value to those junior colleges which envisioned the principal employment market for their graduates as being outside the county where the junior college was located.

One of the important recommendations of the above study made reference to the need for job-analysis studies.

> A need exists for studies to determine the types of preparation which the various kinds of technicians should possess and the areas of instructional concentration which should be emphasized in establishing and revising technical curricula . . . .
>
> A need is evident for additional information concerning technical job descriptions, job responsibilities, and industries education requirements.[5]

It is worthy of note that the above recommendation was proposed in 1959. To this date (1965), there have been no concentrated job-analysis studies undertaken by state agencies or by junior colleges. There have been a large number of informal, uncoordinated attempts to gather this type of information, but the problem has not, as yet, been conceptualized into a carefully designed research study.

Between 1959 and 1963 there were no statewide studies of vocational-technical need undertaken in Florida. The next instance of

---

[5] Ibid., p. 5.

an attempt to undertake such a study was initiated by the Technical Education Section of the Division of Vocational, Technical and Adult Education in 1964.[6] Approximately 1800 industrial firms and business establishments participated in the study. A summary of the more important findings was mimeographed and mailed to the industries and business establishments which responded to the survey questionnaire. In addition, the summary was made available upon request to appropriate individuals in Florida's junior colleges.

The report of this survey indicated that:

> These results show a strong indication of the need for a continuing and expanding program of technical education in the high schools, technical centers, and junior colleges of the state, since the total number of technicians forecast as a real need in Florida for the next two years is beyond the capabilities of the public school system operating at its present capacity.[7]

A number of deans of occupational education in Florida's junior colleges indicated that the survey summary was of value to them in program planning. However, a number of them also mentioned that such surveys had limited value and that efforts had to be made at the local level to get more definitive information.

Dr. Thomas Strickland of the Division of Vocational, Technical and Adult Education, in explaining the work of the Technical Education Section of which he is Director, pointed out that he and his staff approached the problem of need on the basis that Florida junior colleges prepare students to work in a statewide labor market. It was on this

---

[6]State Department of Education, 1964 Technical Education Survey Report (Tallahassee, Florida: The Department, 1964).

[7]Ibid.

basis that the staff of the Technical Education Section undertook the 1964 survey of technician employment opportunities, realizing that each junior college had a responsibility for supplementing this statewide study with local studies. Strickland pointed out that most of Florida's junior colleges have experienced some difficulties in attracting qualified students into occupational programs. Some of the larger junior colleges, which serve industrialized areas, have coped with this problem more readily than have junior colleges in less industrialized areas. This problem has been particularly acute in situations where students knew they would have to leave their home county to find employment. The problem was alleviated to some extent when students were convinced that employment opportunities did, in fact, exist.[8]

In addition to the formal survey undertaken in 1964, members of the Technical Education Section visited over thirty industries in the past year and a half and discussed technical education and the need for technicians with managers, personnel directors, and supervisors of technicians. These visits served to supplement information received from formal surveys and in many cases informed industry about the types of services which technicians could perform.

Strickland also pointed out that members of the State Advisory Committee for Technical Education have been able to offer knowledgeable estimates of current demands for technicians as well as information on the changing nature of the job which the technician is expected to perform.

---

[8]Interview, April 2, 1965.

The Florida Industrial Commission

The Florida Industrial Commission, through its Department of Research and Statistics, and through the Florida State Employment Service, has provided a number of services which have been of value to Florida junior colleges in the area of assessing the need for vocational-technical education. One of these services, which is concerned with matching employable workers with jobs, has been going on since 1948. Since that date, the Employment Service has had a cooperative program with Florida high schools, whereby the Employment Service has administered the General Aptitude Test Battery to high school seniors.

Although the primary purpose of this service has been to aid students in entering the labor market, results of these tests, when made available to junior colleges, have helped junior colleges counsel students.

Administrative personnel at Daytona Beach Junior College, Indian River Junior College and Brevard Junior College reported that this service assisted them in guiding students into appropriate occupational programs.

In answer to a question as to whether the Florida State Employment Service considered their testing program to be a supplementary service which they would rather have the schools perform, or whether it was considered to be a continuing part of the function of the Service, Dana T. Leitch, Chief of Programs and Methods for The Florida State Employment Service, answered as follows:

> There is mixed feeling on this. Some people in the Employment Service feel that we should get out of this area entirely, while others feel that the Employment Service is uniquely qualified to do this sort of thing. Certainly we want to assist youth seeking employment in any way that we can. Also, we want to assist the schools in any way possible. The trend in Europe is to have the Employment Service be solely responsible for doing this testing and guidance. I am sure, in the final analysis, that all of us in the Employment Service would be willing to consider any procedure which gives students seeking employment the type of guidance help they need. School people themselves have stated that occupational guidance is totally inadequate in our public schools. They tell us that guidance services are concerned primarily with the academically oriented student. If this is true, it is unfortunate, because college bound students will likely have guidance services available in college, whereas, for the student seeking immediate employment, this may be his last opportunity for trained guidance and assistance in formulating career goals.[9]

Leitch went on to note that the experience of Employment Service Field Offices has been that junior college graduates not going on to college, and who have not taken vocational courses, are harder to place in jobs than high school vocational graduates. The junior college graduates have higher aspirations, but do not have any better qualifications than the high school vocational graduate, at least as far as the employer is concerned.

Leitch pointed out that all employment services in the State of Florida are run completely on federal money. In recent years, federal regulations have emphasized service to metropolitan areas. Under this policy, people in rural areas have not always been able to get the services they might like to have. In Leitch's words:

---

[9]Interview, April 6, 1965.

> Staffs have been reduced in non-metropolitan areas. However, there are some fairly heavily populated counties in Florida which are non-metropolitan. Polk County is one with over 200,000 people. Brevard County is another which does not meet the technical definition of metropolitan area. It has no city with over 50,000 people.
>
> This federal policy has caused us to offer fewer services in some counties than we did five years ago. All of our field offices outside of the metropolitan areas have had to reduce staffs.[10]

Job inventories.--The Florida State Employment Service publishes two major types of current job inventories which are circulated to their field offices. The first of these, entitled Florida State Inventory of Job Openings[11] is published bi-weekly and is available only to the thirty-four field offices. This information is not given to outside agencies or individuals because it is possible to identify the employers concerned and many employers wish to keep their employment requirements as confidential information. An abstract of this publication, with employer information deleted, is included in Appendix B.

In addition to the bi-weekly job inventory, every six months the Employment Service provides a summary report of employment demands during the preceding six months' period for nineteen principal cities in Florida.[12] Information on this publication is not confidential because reference is to the type of job and the city rather than to the employer.

---

[10] Ibid.

[11] Florida State Employment Service, Florida State Inventory of Job Openings (Tallahassee, Florida: The Service, March 3-16, 1965).

[12] Florida State Employment Service, Opportunities for Work in Principal Areas of Florida, May 1964 - October 1964 (Tallahassee, Florida: The Service, October, 1964).

This publication is circulated under the heading, Opportunities for Work in Principal Areas of Florida. It summarizes occupational demands in professional and managerial occupations, skilled and semi-skilled occupations, and service occupations. Rather than listing numbers of jobs, it provides a scale whereby the criticalness of the occupational demand can be measured. An abstract of this publication is included in Appendix C.

Few junior college personnel interviewed by this writer reported that they made use of this instrument. A number of them did not know that there was such a publication. This seemed unfortunate, because this instrument could serve junior colleges as a continuing check of employment demands for the occupations in which the junior college is offering programs. It could identify some of the important job markets for certain types of jobs and could serve as a check on the reliability of surveys undertaken by the college.

Skill surveys.--The Florida State Employment Service also conducts surveys of counties and metropolitan areas as to the types of skills available in these areas. The most recent of these surveys was undertaken in metropolitan Miami and was published under the title, Area Skill Survey: Miami, Florida.[13] This publication included a resume of economic characteristics of the area, recent employment and unemployment trends, and two-year projections of occupational needs in the area. The Dean of Technical Education at Miami-Dade Junior College reported that this survey was used by his staff in relation to plans for offering

---

[13]Florida State Employment Service, Area Skill Survey: Miami, Florida (Tallahassee, Florida: The Service, 1964).

new curricula in occupational education. A similar survey was undertaken with regard to Ocala, Florida,[14] home of Central Florida Junior College.

Procedures Utilized by Florida Junior Colleges in Assessing the Need for Occupational Education

Before a junior college may be established in Florida, the county or counties wishing to start such an institution are required to undertake a study of the need for such an institution and to offer evidence that sufficient financial support will be provided.[15] Each of the junior colleges in this study has completed such a survey. The written reports of these surveys, which were studied by the writer, are referred to as the "original briefs." The format for these surveys was provided by the Community College Council in 1956.[16] Having been based on a standard format, these surveys were very similar in makeup. In the area of vocational-technical education the Community College Council recommended that an occupational survey be undertaken to ascertain the local needs for this type of education. The format also called for a survey of educational plans of high school seniors and other community residents.[17]

The original briefs, with their occupational surveys, were very important to junior college vocational-technical education in the early stages of planning. It was in the original briefs that the first commitments to vocational-technical education were found.

---

[14]Florida State Employment Service, Area Skill Survey: Ocala, Florida (Tallahassee, Florida: The Service, 196?).

[15]Supra, p. 26.

[16]Community College Council, Using Surveys in Decision Making for Florida's Community Colleges (Tallahassee, Florida: The Council, October, 1956.

[17]Ibid., pp. 5-6.

Dr. James L. Wattenbarger,[18] Director of the Division of Community Junior Colleges stated that the original briefs were not designed to be bases for curriculum planning, but rather were meant to be instruments to show need. However, in many cases, data gathered for the original brief gave the planning group the first intimations of what types of vocational-technical programs they might offer. He emphasized that in order for junior colleges to undertake vocational-technical curricula they should undertake more thorough and continuing studies of occupational needs. He cited the State Board of Education regulation which stipulates that each junior college shall maintain such a current assessment of occupational need.[19]

It was pointed out in the review of literature that Barringer[20] completed a dissertation in which he studied the procedures utilized in initiating community junior colleges in Florida. Barringer studied procedures used in compiling the original briefs, including procedures used in completing occupational surveys. It would be redundant for this writer to restudy the area covered by Barringer, and with this in mind, the emphasis here will be in procedures for assessing need which have been utilized by junior colleges since completion of the original briefs.

In answer to this writer's question as to how adequately Florida's junior colleges have implemented the State Board of Education

---

[18]Interview, March 12, 1965.

[19]Ibid.

[20]Bobby A. Barringer, "Procedures Used in Initiating Community Junior Colleges in Florida" (Ed. D. dissertation, College of Education, University of Florida, July, 1964).

regulation that they shall maintain a current assessment of occupational needs, Wattenbarger replied, "I suppose we get various levels, some do it well, some do it poorly, perhaps some not at all."[21]

As this writer visited the junior colleges included in this study, he was struck by the apparent truth of Wattenbarger's statement. Although the writer found no junior college that was doing nothing to maintain a current assessment of need, the efforts in this direction showed great variety and marked differences as to breadth and depth of effort.

Procedures which have been used to measure need can not easily be compartmentalized, but for purposes of this study they have been grouped into two categories; formal procedures and informal procedures. For our purposes, formal procedures were considered to be those procedures which utilized questionnaires and which led to a formalized compilation of results. In some cases, formal procedures were undertaken through mailed questionnaires; in other cases, personal interviews were used; and in still other cases, telephone interviews were used. In some cases, a combination of the above procedures was utilized. Formal procedures included comprehensive surveys of all business and industrial establishments in a region. Formal procedures also included "spot surveys" of particular occupations. Some formal surveys extended for six months or longer. Others lasted only a few days.

A 1957 publication of the State Department of Education stressed the importance of such community occupational surveys as follows:

---

[21]Interview, March 12, 1965.

> A community occupational survey is an organized method of obtaining a comprehensive body of information concerning the occupational life of a community or region, its jobs, workers, training needs . . . and related facts.
>
> Before any courses are established, such a survey of the needs of the community should be made. This can be done by a community-wide (over-all) occupational survey, a single occupation or single industry survey, or a sampling survey. No single pattern or method is best. Specific objectives, community size, and available facilities largely determine the particular method to be used. In any event, such a survey should determine the number employed in various occupations in the area to be served. A study should be made of those occupations to determine the type of technical education which would give the best preparation for employment in these occupations.[22]

Information gathered through informal procedures usually came through discussions with business and professional people, through contacts with members of advisory committees, and through unsolicited telephone requests for programs.

Formal surveys and informal surveys were both valuable in given situations. In other situations, one type of procedure was chosen as being more suitable than another type of procedure.

Formal procedures for assessing the need for vocational-technical education

Only four of the junior colleges included in this study indicated that they had undertaken comprehensive studies of occupational need in the counties which they served. Gulf Coast Junior College, Indian River Junior College and St. John's River Junior College undertook

---

[22]State Department of Education, Policy Statement for Technical Training in Florida (Tallahassee, Florida: The Department, 1957), p. 11.

such studies on their own initiative. Central Florida Junior College assisted the Florida State Employment Service in completing a skill survey of the Ocala, Florida, area.

St. John's River Junior College.--The Director of Technical Education for St. John's River Junior College reported that although the original brief for St. John's River Junior College contained both an occupational survey and a definite commitment to vocational-technical education, that the first serious efforts towards developing such programs took place in 1963. There was a definite lack of development in vocational-technical education between the establishment of the college in 1959 and 1963. Because of the time lapse between the occupational survey in the original brief and the decision to go ahead with development of vocational-technical programs it was deemed necessary to undertake a comprehensive survey of the occupational needs of the three counties served by St. John's River Junior College.[23] The survey was carried out through the use of a questionnaire which was sent to every industry and business establishment which employed over ten people in the three counties. Because St. John's River Junior College provided services to a number of students from the Jacksonville area, it was decided that industry in Jacksonville should be included in the survey. The original questionnaire was used to gather data relating to Jacksonville employment opportunities. The completed survey indicated that there was sufficient demand for the college to offer a program in Civil Engineering Technology. However, prior to finalizing plans for offering

---

[23]Interview, April 23, 1965.

this curriculum, the Director of Technical Education visited the offices of the Florida State Road Department to discuss opportunities that department might have for Civil Engineering Technology. At a later date, the Director of Technical Education contacted a sample of the industries included in the comprehensive survey regarding the needs in the area of drafting design. Interest in drafting design was first initiated by members of the advisory committee, and upon completion of the spot survey the college decided to offer a program in Drafting Design Technology.

In addition to the comprehensive occupational survey, St. John's River Junior College completed a comprehensive survey of occupational needs of high school seniors in the high schools of the area. This survey, the college felt, helped inform students of the development of vocational-technical programs at the college, and may have contributed to what the college considered to be adequate enrollments in the vocational-technical curricula which were being offered.

It is important to note, in connection with St. John's River Junior College, that the program of vocational-technical education has been laboring under the handicap of some indecision at the county level as to the role of the junior college in vocational-technical education. As of April, 1965, the County Board of Public Instruction was still undecided as to what plan of organization[24] would be adopted for administering all vocational-technical education in Putnam County, the county of residence of St. John's River Junior College. This fact was pointed

---

[24]Reference is to Alternative Plans of Organization and Operation of General Adult and Vocational Education Services in Areas Served by Community Junior Colleges discussed in Chapter II, p. 27.

out to interviewers who did the research for the Florida Study of Vocational Technical Education in 1964, and reemphasized by a number of school officials in the interviews undertaken by this writer.

Gulf Coast Junior College.--Gulf Coast Junior College opened its doors in temporary quarters in the fall of 1957. The college moved to a permanent campus in the spring of 1960. The college was seriously limited in its efforts to develop vocational-technical offerings because of the nature and fact of its temporary facilities.

The original brief for Gulf Coast Junior College indicated that:

> Surveys and studies show that the community wants an organization which will be all-inclusive to meet all the educational needs of the community, including Vocational, Adult and College Parallel courses. These courses should be either terminal, preparatory or refresher courses as requested by the community.[25]

Dr. Richard Morley reported that when he came to Gulf Coast Junior College as its second president in 1960 that there were no occupational programs as such. In order to alleviate this situation, Morley contacted the Director of Vocational Education for Bay County, and with his assistance, made appointments with every major and minor industry in the area. Together, they worked out an interview instrument and spent three weeks interviewing business and industrial leaders regarding occupational needs of their establishments. They interviewed a broad range of individuals, including top level managers, directors of personnel, and production supervisors. It was felt that broad representation such

---

[25] Community College Advisory Committee, Community College Brief, Bay-Gulf Area (Panama City, Florida: The Committee, February 25, 1957), p. 5.

as this would give a more complete picture of the job opportunities available and the requirements that were necessary to job success. In addition to meetings with individuals in industries of different sizes, in the larger industries, group meetings were held with different departments to discuss job opportunities and job requirements at different levels within these departments.

Morley stated that the opportunity to participate in these interviews gave him an excellent over-view of the needs of industry, and also gave people in industry an opportunity to consider the types of services that a junior college might be able to provide them.[26]

Results of the survey indicated that there was sufficient employment demand for Gulf Coast Junior College to offer associate degree programs in Drafting Design Technology and Chemical Technology, as well as certificate programs in training mathematics aides.

Indian River Junior College.--The counties of Martin, Okeechobee, Indian River and St. Lucie joined together to petition for the establishment of a junior college to serve their counties. Their request was approved during the 1957 session of the Florida Legislature. The college was named Indian River Junior College, and the president was appointed on January 1, 1960. The first classes were held in September of 1960 in temporary facilities. The college moved to its new facilities in the late summer of 1963.

In 1963, the Director of Technical Education, working with the Technical Advisory Committee for Indian River Junior College, completed a survey to determine the occupational needs of the area served by the

---

[26]Interview, April 9, 1965.

college. The purpose of this study, as reported by the president, was to try to determine the demand for technically trained personnel in the four-county area, the possible opportunities for the future employment of such persons, and the specific courses or areas of study deemed essential by employers.[27]

Up to the time of the survey, the main emphasis in the college credit program had been placed in the college transfer program with some minor emphasis on a few two-year secretarial and business programs. The college had experienced a smaller total enrollment than was anticipated and, in addition, the college had experienced a high number of drop-outs. The basic purpose of the survey was to attempt to determine whether additional two-year occupational programs were feasible, both from the standpoint of business demands and from the standpoint of adequately fulfilling the needs of the college students.

A questionnaire and an accompanying letter were composed by the Indian River Junior College Faculty Committee on Technical Education. The questionnaire was submitted to selected members of the junior college faculty and to the Technical Education Advisory Committee for review and revision. After suggestions were incorporated into the preliminary instrument, a final draft of the questionnaire was drawn up. This questionnaire, along with an appropriate introductory letter and other explanatory materials, was sent to approximately 436 individuals and business firms. The firms surveyed were located in the four counties supporting the junior college. These firms employed approximately 6,950 persons.

---

[27]Interview, March 30, 1965.

Business and industrial establishments which were included in the survey were selected from a list furnished by the Florida State Employment Service and from telephone directories of the four counties.

The Director of Technical Education at Indian River Junior College stated that the Technical Education Advisory Committee estimated that business firms included in the survey hired over 80 per cent of the technical or technically-related employees in the four counties. Thirty per cent of the questionnaires were returned. Returned questionnaires represented about one-fifth of all the personnel employed in the fields included in the survey.

The Technical Education Advisory Committee reported that a higher percentage of returns might have been obtained if proper follow-up procedures had been employed. However, due to the limitations of time and expense, no such procedure was utilized.[28]

The survey indicated that there was sufficient demand for technicians for the Technical Education Advisory Committee to make certain recommendations to the college. First, the Committee pointed out that the survey had shown the greatest demand for secretarial, clerical and business programs. Programs to meet needs in these areas had already been established. The Committee recommended that the addition of programs in Electronics Technology, Civil Engineering Aide, and Drafting and Design Technology would most adequately provide for the immediate demands and could most satisfactorily be fitted into the existing college curriculum. Also, the Committee suggested that consideration be

---

[28]Technical Education Committee, Report of Indian River Junior College Technical Education Committee (Ft. Pierce, Florida: The Committee, 1964), p. 13.

given to the inclusion of Mechanical Technology, Medical Aide, and Agricultural Technology in the near future.[29]

Dr. Maxwell C. King, President of Indian River Junior College, explained that consultant help from the State Department of Education was used extensively in setting up procedures to be used in doing the survey of technical occupations.

Central Florida Junior College.—The Florida State Employment Service and Central Florida Junior College cooperated in doing a skill survey[30] of Ocala, Florida, the home of Central Florida Junior College. The Florida State Employment Service provided technical assistance as to procedures to be followed in the survey and provided the funds for the survey. Personnel at the junior college provided much of the manpower to canvass the various employers who were operating in the area. John L. Murphy, Dean of Technical Education for Central Florida Junior College, was a member of the committee which guided this survey. The survey took about a year and a half to accomplish and was completed in 1963. The survey was very valuable for locating areas where the junior college could perform services in vocational-technical education according to Dean Murphy. However, he did state that in some cases, where the survey showed little or no demand for certain types of occupations, in his opinion there was a demand. He did not cite any specific examples, but he did feel that continued study on a person-to-person basis with industry would bring out some of these demands.

---

[29] Ibid., p. 20.

[30] Florida State Employment Service, Area Skill Survey, Ocala, Florida (Tallahassee, Florida: The Department, 1964).

Although only four of the junior colleges in this study have undertaken comprehensive studies of occupational needs in their areas, all of them have undertaken spot surveys of the nature of the need in specific industries or in certain job specialties. The junior colleges which completed comprehensive community-wide surveys also used spot surveys.

Indian River Junior College performed spot surveys to determine need in cosmetology, nursing and agriculture. Brevard Junior College has relied on the occupational study which accompanied the original brief for that college and has used the two statewide studies mentioned earlier.[31] In addition, Brevard Junior College completed a number of spot surveys dealing with evening training for adults and short courses.

Daytona Beach Junior College started a number of new programs on the basis of spot surveys. In 1964, the college started a hotel-motel management program on the basis of need shown in a 1963 survey of the hotel, motel, and restaurant industries in the area. A committee of hotel, motel, and restaurant managers worked with the college in studying approximately 300 motels, hotels, and restaurants. This survey measured the turnover in mid-management jobs, and the willingness of hotels, motels, and restaurants to hire graduates of a junior college program. This survey had interesting results in that it showed more interest and demand on the part of hotel and motel people than on the part of restaurant managers. A program in hotel and motel management was started in Daytona Beach Junior College. Almost immediately interest on the part of

---

[31] Supra., p. 37.

restaurants manifested itself and became so strong that the college had to make plans to add restaurant management as part of the program. This phenomenon was reported by a number of junior colleges. Successful programs in one area tended to generate requests for programs in other areas. In fact, each of the persons interviewed in connection with this study, in one way or another intimated that "nothing breeds success like success."

This study is not concerned with procedures for informing the public of the services performed by junior colleges. However, the comments noted above, relating to success, suggest that the success of vocational-technical programs is closely tied in with the ability of the colleges to sell their programs through their organized informational and public relations programs. This is an area where more research is needed.

Informal procedures utilized in assessing need

As suggested earlier, it is very difficult to compartmentalize procedures utilized to measure need for vocational-technical programs. Procedures categorized as informal are designated as such on the basis that they do not depend on formalized questionnaires or interview guides for gathering data. Certainly, the long-term approach to keeping current through contacts with people who are interested in junior college vocational-technical education represents an important method of gathering occupational data.

Of special concern here are services performed by vocational-technical advisory committees, the role of unsolicited requests for programs and contacts between junior college personnel and personnel in business and industry.

Vocational-technical advisory committees.--Each junior college included in this study has appointed some sort of advisory committee to assist in the planning of vocational-technical programs. Certain services in the area of assessing the need for occupational education have been pointed out in earlier sections of this study. Other services will be related later.

Junior colleges which have utilized community-wide comprehension surveys and/or those which have used spot surveys have indicated that members of vocational-technical advisory committees have represented an important additional source of current information regarding employment needs.

The President of Manatee Junior College reported that a Technical Advisory Committee was appointed at the very beginning of the development of that college. This committee considered the desirability of undertaking a comprehensive community-wide survey of occupational need in Manatee and Sarasota Counties. The committee decided, because of the broad representation on the committee (members represented 37 per cent of the people employed in the two counties), they would not do a formal survey. They felt that the combined expertise of the committee would give them results as good as those of a formal survey. The need for programs of vocational-technical education has been based on the recommendations of this committee since it began to act in this capacity.[32]

Miami-Dade Junior College received a request from The Florida Funeral Director's Association to institute a program to train licensed embalmers. The college utilized the Education Committee of this

[32]Interview, April 15, 1965.

association as an advisory committee and upon their certification of the need in this area, the college established the requested program.

Unsolicited requests from interested groups and individuals connected with industry, and from various professional associations have also resulted in the establishment of a number of vocational-technical programs in Florida junior colleges.

Joe L. Mobley, Chairman of the Division of Adult and Vocational Education at Central Florida Junior College, pointed out that many of their vocational and general adult programs at the college were initiated on the basis of unsolicited requests.[33] A number of other junior colleges reported that they keep close tally of the number of requests suggesting new curricula. In many cases, a sufficient volume of requests provided the impetus for the college to undertake a spot survey of the occupational area requested. More often than not the spot survey showed sufficient need to offer the requested program.

---

[33]Interview, April 7, 1965.

CHAPTER IV

PROCEDURES UTILIZED IN CURRICULUM PLANNING IN OCCUPATIONAL EDUCATION

The preceding chapter was concerned with procedures which have been utilized to measure the need for occupational education in Florida's junior colleges. Implicit throughout Chapter III was the assumption that measurement of need is a prerequisite to adequate curriculum planning. Once a junior college has undertaken the preliminary steps to assess the need for occupational education, then it is reasonable to expect that it will begin to be concerned with procedures for planning programs to meet this need.[1] This chapter, then, will be concerned with procedures for curriculum program planning at two levels: (1) the role of state agencies in program planning; (2) the role of selected individuals and committees at the junior college level in program planning. The reader, having become familiar with the nature of junior college education in Chapter II, will understand why emphasis on both levels, state and junior college, is important.

The Role of State Agencies in Planning Occupational Programs

As pointed out earlier, there are three official boards at the state level that are concerned with the field of vocational-technical

---

[1]The reader should keep in mind that the obligation to assess the need for occupational education is a continuing responsibility and is not satisfied through completion of any one set of procedures.

education: the State Board of Education, the State Board for Vocational Education and the State Junior College Board. It has been pointed out that the State Board of Education is the constitutional board which is responsible for the total program of public education in Florida. In order to have a state-level board responsible for vocational-technical education as is required by federal legislation,[2] the State Board of Education was designated as the State Board for Vocational Education. Acting in this latter capacity, the State Board of Education is responsible for administering all federal vocational-technical funds in conformity with the State Plan for Vocational Education.[3]

The State Junior College Board is responsible for the establishment of statewide policy regarding the operation of public junior colleges and determines ways and means to bring about articulation and coordination of junior colleges with other institutions, subject to the approval of the State Board of Education.[4] The State Junior College Board, in its formulation of policy, and in its determination of procedures for articulation and coordination of junior college education with other education, is authorized to undertake its own studies

---

[2]Reference here is to the numerous federal acts dealing with vocational-technical education. The Smith Hughes Act of 1917, the National Defense Education Act of 1958, and the Vocational Education Act of 1963 are examples of acts which require such a Board.

[3]A revised State Plan for Vocational Education, encompassing regulations and recommendations included in the Vocational Education Act of 1963 (Public Law 88-210) is being reviewed by the U. S. Office of Education at this writing. The revised plan will not be available until this review is completed and until accepted by the State Board of Education and the U. S. Office of Education.

[4]See page 20 for further reference to the State Junior College Board.

pursuant to the availability of funds. In addition to conducting its own studies, the State Junior College Board relies on recommendations from the State Department of Education and its Division of Community Junior Colleges and upon recommendations from the Council of Presidents.[5]

According to the Florida Study of Vocational-Technical Education the procedures followed by the three aforementioned boards are similar to the procedures utilized by other states.[6] For this reason their functions are not investigated in any further detail in this study. However, special mention should be made of the unique position of the Director of the Division of Community Junior Colleges. In his responsibilities as Executive Secretary to the State Junior College Board, as a Division Director of the State Department of Education, and as Chairman of the Council of Presidents, he plays a crucial role in the formulation of policies affecting junior college education. Every evidence indicates that this individual has been an influential leader in the development of junior college occupational education.

The Council of Presidents

The Council of Presidents, inasmuch as it has representation from every county in Florida which supports a junior college, has been a very important agency in the formulation of policy affecting junior

---

[5]The local board of public instruction of each county where one or more junior colleges is located nominates one president to serve on the Council of Presidents. The State Board of Education approves appointments to this Council which serves in an advisory capacity to the Board. The Director of the Division of Community Junior Colleges serves as Chairman of the Council.

[6]State Department of Education, The Florida Study of Vocational-Technical Education (Tallahassee, Florida: The Department, 1965), p. 88.

college education. The Council of Presidents has provided a forum for the discussion of the goals, the problems, and the characteristics of Florida junior colleges. In this Council, small and large junior colleges are represented. Here the uniqueness of junior colleges serving urban areas has been examined concurrently with the special characteristics of junior colleges serving rural areas. In the area of vocational-technical education, the over-all state plan for vocational-technical education has been discussed in the context of the vocational-technical aspirations of individual junior colleges and in the context of individual county plans for vocational-technical education.

The Council of Presidents has heard reports and discussed current curriculum plans in vocational-technical education. On occasion, the Council has assigned its members to committees to study certain phases of occupational education. The Council has also invited authorities in the field of occupational education to address the Council. Dr. Doak S. Campbell, President Emeritus of Florida State University, was invited to address the Council in the early stages of his work as Director of the Florida Study of Vocational-Technical Education. The Director of the Certification Section of the State Department of Education has addressed the Council in reference to certification of instructors for vocational-technical education. A number of other specialists in the field of occupational education have been invited to discuss their special areas.

Utilization of special subcommittees and consultants to study vocational-technical education have been helpful in giving Florida's junior college presidents a better understanding of occupational education. Unfortunately, not all of Florida's junior college presidents have

adequately understood the role of the junior college in vocational-technical education. During the summer of 1964 this writer interviewed twelve junior college presidents in connection with his work as a Research Associate for the Florida Study of Vocational-Technical Education. In a number of instances, he discovered that some presidents were extremely unhappy with their vocational-technical programs. These programs were more expensive to operate than the college parallel programs, enrollments were small and very few students graduated from these programs. One of the presidents interviewed was so displeased with his vocational-technical program that he told this writer, "Every time I look at my technical building I get sick."[7]

During the interviews undertaken for this dissertation, the writer found definite signs of a more knowledgeable, more understanding attitude toward vocational-technical education on the part of a number of Florida's junior college presidents. It is felt that the work undertaken through the Council of Presidents has had a beneficial effect in this matter.

The State Advisory Committee for Technical Education

The State Advisory Committee for Technical Education, which is provided for in the State Plan for Vocational Education, is composed of nine members appointed by the State Board of Education.

One of the more important services provided by this committee has been advising of recent trends in technology and suggesting adaptations in education which are necessary to cope with the changing

---

[7]Interview, June 7, 1964.

technology. In addition, this committee has made important contributions to standardizing the quality of occupational education which is offered under a number of diverse situations. Members of this state committee have also worked with junior college vocational-technical advisory committees in their home counties. One of the state committee members is a member of the Miami-Dade Junior College Technical Advisory Committee. Another state committee member has worked extensively with individual junior colleges in developing programs in Civil Technology. This individual assisted Central Florida Junior College in developing its Civil Technology program. This program has served as a model for the development of a number of programs in other Florida junior colleges. A third member of the state committee has worked closely with the Pinellas County Technical Center in an advisory capacity. A fourth member of the state committee served on the Advisory Committee for the Florida Study of Vocational-Technical Education. These, and other members of the state committee, have given generously of their time in the development and improvement of occupational education.

In discussing the State Advisory Committee for Technical Education with junior college presidents and with deans of technical education in Florida's junior colleges, a number of suggestions were made regarding the make-up of this committee. First, there was some feeling that management was over-represented on the committee and that consideration should be given to appointment of some individuals who deal directly with occupations at the technician level. It was suggested that a practicing technician be considered for appointment to the committee. Also, there was some concern expressed that the small industry was not

adequately represented. The point was made that the job requirements for a technician in a small industry might be very different from the job requirements in a large industry. Both of these suggestions were also made in regard to many local committees, as will be noted later.

Generally, the people interviewed were pleased with the work the committee had done, although some individuals in the State Department of Education felt that possibly individuals on the committee had been forced to deal with too many details, rather than being concerned with general policies which would have relevance to the total state effort in occupational education.

The State Department of Education

Of the eight divisions of the State Department of Education, the Division of Community Junior Colleges and the Division of Vocational, Technical and Adult Education have carried the majority of the responsibility for vocational-technical education in Florida's junior colleges.

The Division of Community Junior Colleges.—As noted in Chapter II, the Division of Community Junior Colleges is responsible for supervision of all aspects of Florida junior college education. The activities of this division are so comprehensive that in many cases it is difficult to pick out a particular activity and say that it refers particularly to vocational-technical education. In a recent report, the division outlined the activities of the division during the year 1963-64. It can be seen from the following list of these activities that only one of the activities explicitly mentions vocational-technical education.

Yet, careful analysis of the statements will indicate to the reader that many of these activities will touch upon vocational-technical education in some manner.

The report cites the following activities:

> During the year the division continued its normal work with the Minimum Foundation Program and related administrative responsibilities. In addition, however, the following appear to be of some particular significance:
>
> Worked with many state agencies in matters related to junior colleges;
>
> Worked with the Southern Regional Education Board;
>
> Conducted evaluation at several junior colleges;
>
> Assisted with regional accrediting association in evaluation visits;
>
> Assisted in preparation of State Board of Education Regulations;
>
> Assisted Citizens for Florida's Future in the promotion of the Bond issue;
>
> Conducted regional junior college seminars for school board members in cooperation with the National School Board Association;
>
> Worked with a committee of the FACRA on development of student data collection;
>
> Conducted plant surveys in twelve junior colleges;
>
> Completed a revised Master Plan Statement;
>
> Continued the many activities to which the division has been previously dedicated;
>
> Served on a committee which organized the Florida Arts Council;
>
> Served on a number of State Department Committees;

Assisted in the collection of data for the state study of vocational-technical education being conducted for the State Board of Education;

Worked with the Board of Control and public and private industries in development of a policy for junior college transfers.

Served on committees for approval of sites at Polk and Okaloosa Counties.[8]

Under another section of the cited report, the Division of Community Junior Colleges indicated that the division needed to continue the work they had started in curriculum improvement and diversification. Much of the division's work in curriculum improvement and diversification in vocational-technical education has been performed with the assistance of the Division of Vocational, Technical and Adult Education, especially with the Technical Education Section of that division.[9]

The Division of Vocational, Technical and Adult Education

In the planning of vocational-technical curricula, the Division of Community Junior Colleges receives assistance from the various sections of the Division of Vocational, Technical and Adult Education. These sections include Agricultural Education, Distributive, Business Cooperative and Business Education, Home economics Education, Industrial Education, Adult Education and Technical Education. The major responsibility of five of these six sections has traditionally been with high school programs and with adult programs in school centers other than junior colleges.

---

[8]James L. Wattenbarger, et al., "Annual Report of Services, 1963-64; State Junior College Board and Division of Community Junior Colleges" (Tallahassee, Florida: The Division, 1964), mimeographed.

[9]The reader may wish to review a similar statement on page 35.

Prior to 1963 the responsibility for the technical education program which existed at that time was lodged within the Industrial Education Section. In 1963, a separate section for Technical Education was established. Because much of technical education requires college-level preparation, the major portion of this section's work, since its establishment, has been with the junior colleges; and for this reason, it is important to investigate further the work of this section in curriculum planning.

The Technical Education Section of the Division of Vocational, Technical and Adult Education has provided a number of services to junior colleges in the planning of occupational programs. Dr. Thomas W. Strickland, Director of this Section, and R. T. Caldwell, Consultant for Technical Education, outlined the major services which members of their staff have attempted to provide.[10]

One of the major commitments of the Technical Education Section has been in attempting to keep abreast of development across the nation through observation and through attendance at state, regional and national meetings. Strickland reported that his staff has attempted to make the information they have gathered available to administrators and instructors of occupational programs in individual junior colleges. Also they have attempted to keep up to date with developments of instructional materials for use in occupational programs. In some cases they have worked with junior colleges in the development of instructional materials to be used in special situations in Florida. Strickland noted that the majority of

---

[10]Interviews, May 7, 1965.

staff members in Florida junior colleges have been extremely busy in keeping up with the rapidly changing local demands being placed on them in the area of program planning, and have had difficulty keeping up with the national picture and in developing instructional materials. Strickland felt that his section has had a responsibility to assist in this direction, and at least to call attention to materials that are available from the U. S. Office of Education and from universities.

The Technical Education Section has worked directly with junior colleges starting new programs by assisting them in selecting their vocational-technical advisory committees. They have given special attention to aiding the junior colleges in selecting a variety of different types of individuals to serve on these committees. They have spelled out the advantages of having people from management, from personnel departments, from supervisory positions, and from the technician level serve on these committees.

Another area of service has been in working directly with industrial and professional organizations. In Chapter III, it was noted that a member of the staff of the Technical Education Section had visited over thirty industries in the last year and a half to discover the needs of these industries. In addition to assessing need, this individual reported that he attempted to discover job entry requirements for different occupations which could be translated into courses and curricula in junior colleges. In a number of cases industry has been urged to bring in junior college people and to discuss the types of programs which they felt were needed. More often than not, such conferences have led to adjustments in some programs. They also have led to the

establishment of new programs. Also, industries have established cooperative work programs where junior college students enrolled in occupational programs have been hired for summer employment. These programs have proved valuable for student and industry alike. The students have received practical experience; and industry has had an opportunity to examine students on the job, with the possibility of the industry offering the student permanent employment upon graduation.

Cooperation with industry has had other types of beneficial results. As an example, Strickland cited the case of concrete technology. Officials of the concrete industry approached the Division of Community Junior Colleges regarding the possibility of instituting curricula in concrete technology in a number of junior colleges. James L. Wattenbarger, Director of the Division of Community Junior Colleges, worked with Strickland and other members of the Division of Vocational, Technical and Adult Education in setting up meetings in which officials of the concrete industry, personnel of the State Department of Education and representatives from selected junior colleges met together to discuss the nature of the need in concrete technology. The type of program needed to meet this need was also discussed. After a number of conferences, it was decided that existing programs in Civil Engineering Technology could provide the basic instruction to train technicians to work in the ready-mix, pre-cast, and concrete block industries. It was not necessary to develop a totally new curriculum. By substituting a few courses in concrete technology for existing courses in civil engineering technology, it was decided that it would be possible to train the type of technicians needed. Special courses such as highway engineering, or water treatment could be replaced with

specialized concrete courses to provide the option in concrete technology. In effect, education-industry cooperation provided the leadership in offering a new technology within the framework of an existing technology. This type of cooperation has led to better utilization of instructional personnel, better utilization of laboratories, and other instructional spaces, and has led to better understanding between industry and junior colleges.

Another type of cooperative effort between junior colleges and industries has taken place in the area of up-dating techniques of instruction. The Technical Education Section, working with selected junior colleges, and with industries which manufacture training devices for use in the teaching of vocational-technical subjects, has provided for a number of summer seminars for teachers and administrators of junior college technical programs. As an example of this type of cooperation, reference was made to a Transistor Seminar conducted by the Philco Corporation at Daytona Beach Junior College in the summer of 1964. This seminar was arranged jointly by the Technical Education Section, the Philco Corporation, the Division of Community Junior Colleges and Daytona Beach Junior College.

The Technical Education Section has worked with the U. S. Office of Education and Dade County in arranging and conducting summer data processing seminars at Miami-Dade Junior College in 1963, 1964 and 1965. The first two seminars were concerned primarily with providing a program leading to certification of instructors in data processing. These seminars were open to any instructor of technical education in Florida. The 1965 seminar was oriented towards business and office

occupations which utilized data processing equipment. Primary emphasis was given to up-grading people below the level of the technical occupations.

Each year, for the past seven years, the Technical Education Section of the State Department of Education has sponsored the Florida Technical Education Conference. The 1965 conference was held in Cocoa Beach, Florida, on April 9 and 10. This annual conference has brought together vocational-technical faculty members, junior college administrators of vocational-technical programs, and representatives of industry to discuss mutual problems. A number of deans of vocational-technical education reported that this conference served to broaden the outlook of junior college instructors and helped keep them up-to-date on changes in industrial procedures affecting occupations for which the junior colleges were training people. The conference also provided the opportunity for deans of technical education from different colleges to meet, to exchange ideas, and to set goals in occupational curricula.

In addition to the annual conference, the Technical Education Section has organized curriculum committees in Electronics Technology and in Electronic Data Processing. Selected representatives from junior college programs in these areas have been invited to serve on these committees. The committees have been concerned with assessing the current performance of junior colleges in these technologies and working towards a consensus as to the types of programs which would provide qualified graduates. Dr. Strickland advised this writer that the committees are attempting to develop curriculum guides that will serve as models for two-year programs in electronics and in data processing.

Procedures Utilized in Planning at the Junior College Level

The interviews undertaken in connection with this study were devised to study the roles of two types of individuals and two groups as they utilized procedures for planning vocational-technical curricula. Of interest in this study were the roles of the president and the dean or director of occupational education as well as the roles of vocational-technical advisory committees and the faculty. Because of the differing organizational patterns utilized by junior colleges in this study, no attempt was made to discover the role of vice presidents or deans of instruction, although it is evident that these individuals, where they exist, have performed important functions.

The role of the president, the role of the dean or director of technical education, the role of the faculty and the role of vocational-technical advisory committees will be discussed in the following pages. In addition, a subsequent section on articulation and coordination will outline the interrelationships between these individuals and groups.

The role of the president.--Each of the junior college presidents interviewed for this study was asked what he considered to be his role in the planning of vocational-technical programs.

Basically, each of the presidents pointed out that his responsibility for vocational-technical education was the same as for any other program offered by the junior college; to conceive, to plan, and to promote programs which would contribute to the educational needs of the communities supporting the junior college. Each of the presidents mentioned that the role of the junior college in vocational-technical

education was partially determined by decisions at the county level as to the manner in which vocational-technical education at the junior college was to fit into the total county pattern of occupational education. The presidents agreed that it was their responsibility to actively develop programs to fulfill the responsibility delegated to the college within the plan accepted for the county.

Dr. Samuel R. Neel, President of Manatee Junior College, emphasized that he felt his major responsibility was to secure qualified personnel to head the vocational-technical programs and to delegate the major responsibility for program development to them. Final approval of curriculum plans would, of course, rest with the faculty and with the president. President Neel felt that it was part of his responsibility to stay informed as to progress in vocational-technical education through contact with his deans, department chairmen and faculty members. Dr. Neel added that in order to do this in his college that he had made arrangements for the technical education faculty to explain their programs to the total faculty at two different faculty meetings during the 1964-65 school year. In Dr. Neel's words, "Through this type of program, I try to stay informed as well as to provide the leadership to have the total faculty informed."[11]

Dr. Maxwell C. King, President of Indian River Junior College, recognized the problem which was broached by a number of technical education faculty members at other junior colleges, namely, that there had been instances where technical programs had been considered to be less important than college parallel programs. Dr. King felt that part of

---

[11]Interview, April 15, 1965.

his role was to provide the type of leadership which would lead to better understanding of the aims, purposes, and needs of all programs offered by the junior college. He also looked at his role as one of promotion, stimulating interests, and informing the public about the college's programs. Dr. King also outlined what he conceived to be a serious problem facing junior college vocational-technical education:

> It is a strange situation. I think if you would go into many communities in Florida and ask people in the street what they thought the biggest need in education was in their community, that they would say vocational-technical education. They would say that people need to get out and learn to work. This would be their attitude, and yet if you were to ask these same people if they would want their sons or daughters to enter an occupational curriculum, they would say no. They would want their children to be college graduates. This has been a constant situation. We have it here on campus. Many of our students who should be in occupational programs are in college transfer programs because they value this type of education more than predominantly occupational education. As a result, many of these young people do not succeed in the college transfer programs. We certainly need to focus more attention on informing the public about occupational education.[12]

Dr. Joe B. Rushing, President of the Junior College of Broward County, expanded on the roles outlined above. He made specific reference to the president's role in securing competent persons to serve on vocational-technical advisory committees. He pointed out that although another individual on the junior college staff (usually the Director of Vocational-Technical Education) may do much of the leg work in contacting individuals, it is up to the president to make the final

---

[12]Interview, March 30, 1965.

decision as to which individuals to extend a formal invitation. Also, it is the president's responsibility to meet with the advisory committee in their formative period and to explain the nature of the service which is expected of them. Rushing emphasized that it is important to assure that committee members understand their capacity is advisory, and that the college faculty and administrative staff are responsible for making final curriculum decisions.

Dr. Richard E. Morley, President of Gulf Coast Junior College, stated that he tries to sit in with the advisory committee whenever they meet. He felt that this was one of the ways in which he kept himself alert to the needs of the community and to developments within the college. In answer to a question whether he saw any difference between the function of a president of a small junior college and that of a large junior college. He answered:

> No, I think that if I were a president of a large, metropolitan junior college that I would still be interested in meeting with these committees. I think this is necessary when you are asking people to serve in these capacities. Many of these people are on the same level as the president. More than that, I think it keeps the president cognizant of advances in technical education, and keeps him up-to-date with the entire program.[13]

Each of the junior college presidents felt that they should meet with the advisory committees, but there was some degree of disagreement as to how often they should meet with such committees. There was general agreement that they should meet with the committees in the formative meetings and also in cases where their presence seemed

---

[13]Interview, April 9, 1965.

particularly important. However, the majority of the presidents interviewed felt that the dean of vocational-technical education was the person who should have the major responsibility for working with these committees.

Dr. Marshall W. Hamilton, President of North Florida Junior College, pointed out that he has met with advisory committees when appropriate, but also has had the opportunity to meet with individual members of these committees on an informal basis through activities in the community.

The role of the director of vocational-technical education.--As has been pointed out earlier, the organizational structures adopted by junior colleges in this study vary from college to college. In some cases the individual who has responsibility for vocational-technical programs has been given the title of dean. In other cases he has been called a director. In a larger junior college, a director of vocational-technical education may have a number of department heads reporting to him. Miami-Dade Junior College has this type of organization. In other cases, where the junior college has full responsibility for all county programs of vocational-technical education, the technical and vocational divisions may be headed by different individuals. Daytona Beach Junior College, with a director of a vocational division and a director of a technical division, is an example of this type of organizational structure. In any case, the terms dean and director, as they refer to occupational programs, are used conjointly to refer to the individuals who provide the administrative leadership for clusters of occupational curricula grouped under any of the following terms: vocational education, technical education, and vocational-technical education.

Each of the directors of vocational-technical programs interviewed was asked to outline his responsibilities in the planning of occupational programs.

Each of the directors agreed that his major responsibility was in providing leadership for the total development of vocational-technical programs. There was some disagreement as to what this leadership entailed, but the following details were mentioned by at least one of the directors interviewed:

1. The director of vocational-technical education is usually responsible to a dean of instruction or to a vice-president for the planning, organizing, staffing, directing, coordinating, reporting and budgeting of his division.

2. Within the limits of the program approved for his division, the director is responsible for accomplishing the duties outlined in the job description for his position. He may delegate portions of his responsibility to department chairmen or faculty members in his division along with proportionate authority for their fulfillment, but he may not delegate or relinquish his over-all responsibility for results nor any portion of his accountability.

3. The director assists in the development and maintenance of programs of study related to vocational-technical education. With the assistance of his faculty, he researches course content, prepares course outlines and reviews and selects textbooks.

4. He works cooperatively with other division heads.

5. Supervises and approves testing and grading procedures to insure uniform standards.

6. Assigns teaching responsibilities in accordance with approved policies.

7. Interviews applicants for teaching positions and initiates paper work regarding certification, employment and payroll.

8. Attends all college, division and department meetings in which work of his division is involved.

9. Assists in student placement and works cooperatively with the student personnel services staff.

10. In conjunction with his faculty, he prepares and recommends an annual budget for his division. He is responsible for insuring that budgeted funds are properly disbursed and expended.

11. He assists in organizing advisory committees. He schedules meetings on a periodic basis or when needed, and works with the advisory committee in assessing the communities' needs and planning programs to meet these needs.

12. He assists staff members in his division in the preparation of instructional materials.

13. He assists his staff in keeping up-to-date on state and local policies and regulations which affect his division.

14. He assists his staff members in planning programs of self-improvement.

15. He works with appropriate individuals and groups in the community and state in promoting, planning and evaluating vocational-technical programs at his college.

The role of vocational-technical advisory committees.—A brief resume of the role of vocational-technical advisory committees in assessing need for occupational education was presented in Chapter III. However, assessment of need has been only a small part of the function of these committees. They also have played an important role in the planning of occupational programs to meet the needs that have been evidenced.

There are three general approaches to vocational-technical advisory committees which are utilized in Florida junior colleges. A few of these colleges have appointed one over-all advisory committee to

work with all occupational curricula. Another approach is to appoint separate advisory committees for each of the vocational-technical curricula. Still a third method is to use an advisory committee for each curriculum, and to have also a general vocational-technical advisory committee working across the total field.

Central Florida Junior College, North Florida Junior College and Indian River Junior College have utilized the single, over-all committee to give direction to their vocational-technical programs. Brevard Junior College, the Junior College of Broward County, Daytona Beach Junior College, Gulf Coast Junior College and St. John's River Junior College have appointed advisory committees for each of the vocational-technical curricula offered. Miami-Dade Junior College and Manatee Junior College have utilized the general, over-all committee in conjunction with special committees. However, Miami-Dade Junior College has a general advisory committee along with separate continuing advisory committees for each of the vocational-technical curricula. Manatee Junior College has the continuing general advisory committee but brings in other people, as needed, to serve on ad hoc, short-term advisory committees in special areas.

It would be difficult to defend a position that any one of the three methods of organizing vocational-technical advisory committees is better than any other method. Evidence indicates that, to a significant extent, these committees are organized in the most appropriate manner to serve the particular junior college involved. In addition, it has been reported that junior colleges located in largely rural areas have experienced some difficulty in attracting a sufficient number of qualified

people to serve on these advisory committees. The lack of available talent may force a junior college to choose one of the above methods of organizing advisory committees rather than another. It was also reported that many of the advisory committee members are so involved in other commitments that it is difficult to get them together regularly.

Robert Caldwell, Consultant for Technical Education in the State Department of Education, stated that the type of individual selected for membership on an advisory committee is much more important than the number of committees that might be available. He cited an example of the difficulties involved in selecting members of these committees and mentioned the case of a junior college where it was felt that the best advisory committee for data processing would result from appointing representatives of each of the manufacturers of data processing equipment. Upon appointment of this committee, it was quickly discovered that the college was getting neither the breadth nor depth of guidance that it needed. Most of the time in the advisory committee meetings was spent in arguing over the type of equipment the college should use.

One of the questions on the interview guide used for this study referred to the types of individuals a junior college should have on its vocational-technical advisory committees. Following are a number of quoted answers to this question.

L. Nelson Donnell, Director of Technical and Occupational Education at Brevard Junior College commented:

> We think we should have the man who is doing the type of work we are training for, as well as some supervisory personnel, mid-management people, directors of personnel and top management. Each level can contribute. Broad representation such

> as this can assist in gearing our training to the proper level. Often people at different levels in the same industry have different ideas about the type of training which is appropriate.[14]

Edward K. Kotchi, Assistant Dean for Technical Education at the Junior College of Broward County, added:

> On our advisory committees we try for a breakdown of top administrator, production engineers, personnel people and technicians. We try for a cross section for each committee. We get the best results from this kind of committee. I think the junior college learns more and in some cases, I am sure the interchange on the committees helps the members better understand the needs of their own industries.[15]

Dr. Richard E. Morley, President of Gulf Coast Junior College, reported in relation to his college:

> We used engineers with graduate degrees. We used technicians, and we used some members who were considered as engineers but did not have engineering degrees. As a consequence we have a cross section of the man at the top of the ladder, the man who has gotten where he is primarily as a result of practical experience; and we also have the man on the job, the technician. And you get differences of opinion among these people. Fortunately one of the men on our committee is a technician. He has been with the committee since its inception. His boss is a member of the committee also, but this does not stop him from presenting his view. I think this is a healthy situation.[16]

Miami-Dade Junior College, which has over twenty advisory committees, has attempted to provide the broad representation mentioned above. Most of their special advisory committees include persons

---

[14]Interview, March 31, 1965.

[15]Interview, March 29, 1965.

[16]Interview, April 9, 1965.

knowledgeable as to entry level job requirements. Representation on the general, over-all advisory committee mentioned earlier is less broad, but when representation of the general committee is considered with representation on the special committees, the over-all pattern seems to be operating in the manner desired by the junior college. Brevard Junior College has benefited greatly from its proximity to the Cape Kennedy missile complex, and has been able to secure broad representation on its advisory committees. Central Florida Junior College, because of character of its local community, has had to rely on personnel from the Orlando industrial area and from the Gainesville university community for assistance in staffing advisory committees. However, persons interviewed at Central Florida Junior College expressed satisfaction with the representation and the work of their advisory committee. St. John's River Junior College has also had to rely on committee members from outside the county of location. The Director of Technical Education for St. John's River Junior College reported that two of his most valuable committee members traveled from Jacksonville for committee meetings.

Indian River Junior College and North Florida Junior College, both of which are located in non-industrialized counties, have experienced some difficulty in getting broad representation on their advisory committees, although it was stated in both cases that members of these committees have been very helpful in program planning.

The basic purpose of an advisory committee, as reported by presidents and deans interviewed for this study, is to provide a link between the junior college and the business and industrial community served by the junior college. Among the services performed by advisory committees as reported by presidents and deans were the following:

1. Assists in setting up standards for occupational programs, including the coordination of job requirements in industry with course requirements in vocational-technical curricula.

2. Assists teachers and administrators of occupational subjects in curriculum planning.

3. Advises on qualifications of instructional personnel and in some cases reviews credentials of applicants applying for positions.

4. Assists in organizing cooperative work programs between industries and junior colleges.

5. Serves as a public relations group in informing industry and the general public about the college's occupational programs.

6. Assists in the recruitment of students through participation in high school career days, as members of discussion panels, and as resource people for participation in programs of publicity which utilize various news media.[17]

7. Assists in evaluating equipment and in some cases in securing equipment on loan or as gifts from industries.

The role of the faculty in curriculum planning.--Vocational-technical faculties for junior colleges included in this study vary in size from two full-time instructors at the junior college with the smallest program to twenty-two full-time and thirteen part-time instructors at the junior college with the largest occupational program.[18] With this variation it is evident that the role of faculty members in program

---

[17]Services of advisory committees in the area of measuring need have been reviewed in Chapter III. Additional services in program evaluation are reviewed in Chapter IV.

[18]These figures are for the 1963-64 school year and are taken from questionnaires filled out for the Florida Study of Vocational-Technical Education.

planning will vary greatly. This variation is especially apparent in the initial stages of the development of a junior college. The faculty employed to develop vocational-technical programs may, in the extreme case, consist of a single staff member. In one junior college this person may be classified as an instructor; in another junior college he may be given a title which designates him as administrator of the vocational-technical program.

North Florida Junior College, Gulf Coast Junior College and St. John's River Junior College, in the early development of their occupational programs, hired instructors rather than administrators as such. These individuals, working with the respective presidents and advisory committees, developed the first occupational programs offered by their colleges.

The other junior colleges included in this study appointed directors or deans to provide leadership to occupational curriculum planning. However, in both cases, where instructors were hired first, and where administrators[19] were hired first, members of the occupational faculty have been given the major responsibility for program planning. The consensus from the interviews was that the occupational faculty, in cooperation with advisory committees, do the planning; but the total faculty, or at least representatives of the total faculty, approve new curricula and changes to existing curricula.

L. Nelson Donnell, Director of Technical and Occupational Education at Brevard Junior College, pointed out that occupational faculty members at that college play one of their more important roles in

---

[19]Some of the administrators also taught occupational subjects.

curriculum planning in the revision of course outlines which goes on continuously, or at least once each year. Also, the occupational faculty members are asked to assist in planning new curricula.

Dr. George Mehallis, Director of Technical, Vocational and Semi-Professional Studies at Miami-Dade Junior College, reported as follows:

> We try to get our faculty involved in program planning. Any time we do curriculum planning, we let our chairmen do the leg work on it. They carry it back to the faculty to get their participation. We like to get them involved because they will be doing the teaching. They get feed-back from industry, and their ideas are valuable.[20]

Dr. Roy Bergengren, President of Daytona Beach Junior College, cited the following circumstances in relation to his college.

> The role of the faculty member differs from program to program. I would say that the faculty contributes to the initial decision that we need to investigate a particular area that we do not now cover. The faculty very definitely enters into curriculum planning. When we have a faculty that is equipped to do it, they have the major responsibility for curriculum planning. An exception to this was in connection with our nursing program where we got financial assistance from the Kellogg Foundation. This helped us employ two staff members, a director, and an instructor. These two people who were experts in the field did the major planning. For the usual program, when we do not have outside financial help, we have to do the planning with available staff members, with assistance from advisory committee members. We have had to do some planning on a tentative basis. For example, we did not hire the director of our hotel-motel management program until just before the program started. Most of the planning was done by the administrator. We set up the curriculum so that it was flexible enough that the person who came into the program could use some of his own ideas.

---

[20]Interview, April 19, 1965.

> At the end of the first year the whole program was revised in the light of the experience of that first year. Of course, we use outside consultants and advisory committees in this planning, and they are a great help.[21]

The faculty at Indian River Junior College has played an important role in the development of occupational curricula at that college. In October, 1961, the President of Indian River Junior College appointed a faculty technical education committee to study the needs for technical education programs at Indian River Junior College and make recommendations for the establishment of such programs as were deemed necessary and appropriate. The faculty committee suggested the establishment of a technical advisory committee. This committee was appointed by the president. The advisory committee studied the community needs in technical education and presented a report of its findings to the college faculty. The faculty recommended the inclusion of two technical programs in the college curriculum. In August, 1962, a director of technical education was appointed. The first year of each of the recommended programs was incorporated into the college curriculum in August, 1962.

Faculty at Gulf Coast Junior College have worked directly with an occupational advisory committee in planning programs at that college. The same procedure has been followed at St. John's River Junior College and North Florida Junior College.

This type of cooperation, faculty members working directly with advisory committee members, has been easier to undertake in junior colleges with smaller occupational faculties. However, even the larger

---

[21]Interview, March 26, 1965.

junior colleges reported that selected faculty members have been asked to work with advisory committees in special circumstances.

Articulation and coordination in program planning.—The roles of presidents, directors of vocational-technical programs, advisory committees and junior college faculties have been discussed. At this point it is necessary to discuss the interrelationship of the functions of these individuals and groups. The basic question here is, what procedures are used to articulate and coordinate the work in program planning?

Attempts to answer this question are complicated by the fact that there is no common procedure which is inevitably followed in program planning from junior college to junior college. Each junior college has a slightly different procedure and each junior college uses variations of what might be called a common procedure for that college. However, there are certain elements of commonalty which may be emphasized here.

It has already been pointed out that each junior college in this study utilizes some sort of vocational-technical advisory committee to assist in program planning. Each junior college has a president, a director of vocational-technical education and a faculty, all of whom assume certain responsibilities for program planning.

What are some of the commonalties in procedures utilized in program planning?

In the first instance, each junior college emphasized that the role of advisory committees are advisory only; but that in planning vocational-technical curricula, these committees are never by-passed and their recommendations are given serious consideration.

In every junior college, some arrangement is provided whereby representatives of the total faculty approve all changes and additions to the junior college's offerings. In every junior college, the occupational faculty members have the primary responsibility for planning curriculum content, devising curriculum guides and for implementing curricular content in the classroom. In each junior college, the director of vocational-technical education has the responsibility for providing leadership for his faculty, for coordinating the work of his division with other divisions of the college, and for working with advisory committees. In addition, he is responsible for keeping the president and other administrative leaders informed of the work of his division.

The president, as required by law, is the chief administrative officer, and in this capacity assumes responsibility for all programs offered by the junior college. It is the president's responsibility to approve recommendations of his faculty regarding curriculum change and to transmit his recommendation to the junior college advisory committee[22] for his college.

Possibly one of the most critical decisions which has to be made in regard to curricula planning in vocational-technical education is in relation to the balance between general education and specialized vocational-technical education which should be adopted for a given occupational curriculum. One of the questions on the interview guide asked how the junior college decides what shall be this balance. It is felt,

---

[22]This committee is not to be confused with a vocational-technical advisory committee. The responsibility of this committee is explained in Chapter II, p. 21.

by this writer, that a discussion of the answers to this question will give some insight into the nature of articulation and coordination of program planning in vocational-technical education.

All of the presidents interviewed agreed that they relied heavily on their faculty, staff and vocational-technical advisory committees in deciding what the balance between general education and specialized vocational-technical education should be.

Dr. Samuel R. Neel, President of Manatee Junior College, explained:

> We start on the basic premise that we want a balance. We say that general education shall be a part of our occupational offerings. However, we also state that our first objective in these programs is to train what we say we are training. If we are training a technician then we are going to train a quality technician. Next, we ask, what do these people need to know to get a job and to be successful.
>
> In talking with an advisory committee, I find that they usually see the need for general education in their own industries. However, on occasion I do have to caution committee members that without a certain amount of general education it is unlikely that a technical curriculum will be approved by our faculty. I also explain to them that no curriculum will be approved at Manatee Junior College except as the total faculty approves it. I explain why this procedure is important to a junior college. I emphasize that we want technical education to be an integral part of the college, not set aside as a separate entity.
>
> Of course, we have somewhat of a different approach to general education. We have made some adjustments in regard to the humanities. In some instances certain humanities courses are slanted toward what technicians might need. For example, mathematics for engineering technology is taught in a more practical vein than the theoretical

> mathematics for the pre-engineering student. The course covers the same subject matter, but approach is different, with less emphasis given to derivations.
>
> However, if we have to choose, the primary emphasis does go to the specialized technical subjects rather than to general education, in case of arrangement and placement of courses at least.[23]

When the question was posed as to the relationship between general and specialized education to Dr. George Mehallis, Director of Technical, Vocational and Semi-Professional Studies at Miami-Dade Junior College, the writer mentioned the recommendation of the accreditation committee which visited the junior college in September, 1964, to wit:

> There is a notable weakness in the degree of general education in the technical curricula and these programs should be carefully examined to see whether better balance can be achieved without materially weakening the technical preparation of students in these programs.[24]

Mehallis commented as follows:

> We have studied this very carefully, and we feel we have cut our programs to the bone. We try to put out employability, not only in our total program, but in our individual courses. This has been gone over with our advisory committee. They say to us, "Look - a man must have these skills if we are going to hire him." In one instance an advisory committee recommended enough courses for a five-year program. They wanted a top man but only wanted to hire him at a technician level.
>
> Our basic approach is to put down all the job requirements and then look at what we can offer in the way of general education. One of the tightest areas in our programs has been

---

[23] Interview, April 15, 1965.

[24] Memorandum from the State Department of Education to the State Junior College Board, October 26, 1964 (in the files of the Board).

> electronics. The industry has grown and changed so rapidly that it is very difficult to get a student through the specialized technical subjects in two years or in two years and two short terms. In order to meet the job requirements we have, in some instances, had to give a student the specialized technical subjects in the regular two-year program and have advised him to return for the general education. The fact that we are on a year-round basis helps in this.[25]

Mehallis made reference to a section of Miami-Dade Institutional Self Study. This section provides the following guidelines for program planning.

> In all divisions of the college, the respective faculties are mainly responsible for the development of new curricula and courses. In all cases, course descriptions, purposes and justification are submitted on a standard form to the department chairman and the division director. Technical and vocational offerings are also submitted to advisory committees of business and professional men or industrial representatives. If approved, the form is next sent to the curriculum committee of the college - made up of five division directors. If the curriculum committee approves the proposal, it is then referred to the president for approval.[26]

The foregoing statements relating to procedures for arriving at a balance between specialized occupational education and general education emphasize the importance of cooperative procedures in the planning of junior college occupational programs.

---

[25]Interview, April 19, 1965.

[26]Miami-Dade Junior College, Institutional Self-Study - 1964 (Miami, Florida: The College, 1964), p. 43.

CHAPTER V

PROCEDURES UTILIZED IN EVALUATING OCCUPATIONAL PROGRAMS

Chapters III and IV have dealt respectively with procedures for measuring the need in occupational education and with procedures for planning programs to meet this need. Although program planning and program evaluation are often inseparable from one another, they are separated in this study in order to discuss more clearly the procedures which in many instances are operative under different circumstances. However, it should be made clear to the reader that program planning and program evaluation are complementary.

The method of development followed in this chapter will be the same as that followed in the two previous chapters; that is, attention will be given to procedures utilized at the state level and at the junior college level. Emphasis will be given to state participation in the evaluation of junior college occupational programs, and also to procedures for evaluation undertaken by junior colleges on their own initiative.

The State's Role in Evaluation

The State Department of Education has a number of formalized procedures for evaluating junior colleges. In addition, a number of procedures for providing other types of services to junior colleges serve as informal evaluation procedures. These two types of procedures will be discussed here.

Formal procedures for evaluation

Procedures and standards for evaluation and accreditation of junior colleges are included in Regulations of the State Board of Education. All Florida junior colleges are accredited by the state upon determination that they have met the standards set forth by those regulations. Procedures for assessing that individual junior colleges meet these standards are vested with the State Superintendent of Education. At this writing, Florida junior colleges are accredited by the state upon their approval by the State Board of Education to begin operation. After this initial accreditation, Florida junior colleges are required to submit annual reports and to undertake a formal self-study and committee visitation during their second or third year of operation, and each seven years thereafter.

Florida law also stipulates that; "accredited junior colleges may be re-evaluated at any time it may appear necessary or desirable . . . ."[1]

In addition to state accreditation, a Florida junior college may seek accreditation from the Southern Association of Colleges and Schools. The State Department of Education cooperates with the Southern Association in their accreditation procedures in the following manner. A representative of the Southern Association is invited to participate in the visitation of the state committee prior to state accreditation. This visit is considered by the Southern Association to be a preliminary visit for Southern Association accreditation purposes. In the usual case, after the

---

[1]Regulations of the State Board of Education, chap. 130-8, sec. 130-8.51, p. 128E.

third full class has been graduated, and after the state committee visit has been completed, a junior college applies to the Southern Association for a special study for accreditation.[2]

Although two standards from the Regulations of the State Board of Education were quoted in Chapter II, they are repeated here in order to point out their relationship to other, more general standards. It was pointed out in Chapter II that the specific standard relating to technical programs was as follows:

> A community junior college shall provide programs specifically designed for students who will enter employment in jobs which require training beyond that ordinarily provided in high schools. Programs of this nature should be of high quality and consistent with the general objectives of the college.[3]

It was also mentioned that a section of another standard had special meaning for vocational level programs.

> Each community college should seek ways in which it can contribute to the educational and general cultural needs of the community it serves, provided these needs fall within the area of responsibilities assigned to the college. There should be offerings which meet such vocational, personal, and cultural needs as are determined by continuous, careful analysis of the community. These offerings should be of high quality, but not necessarily offered for college credit.[4]

---

[2]This agreement is outlined in a Memorandum from James L. Wattenbarger, Director of the Division of Community Junior Colleges, to junior college presidents dated August 18, 1961.

[3]Supra, p. 26.

[4]Supra, p. 26.

In addition to these two standards, the regulations also state that a junior college shall:

> . . . state clearly, concisely and directly the objectives toward which it works and the functions which it intends to carry out. These objectives should be based upon information about the community and the students served by the college. The faculty should participate in the formulation of these objectives, and they should understand and generally accept them. There should be continuous evaluation of the objectives and those which are implemented in the action program of the college should be changed.[5]

In a standard for evaluation and accreditation relating to curriculum, the following statement appears:

> The curriculum of a community junior college should be directly related to the stated objectives. There should be provisions for constant evaluation in terms of the characteristics and needs of the community and the students and the educational outcomes attained by the various causes and programs. Curriculum revision should be systematically carried on.[6]

The specific standards relating to occupational education quoted earlier then, also must be considered within the standards relating to the over-all objectives of a junior college and to the standard relating to curriculum.

In previous chapters, the relationships between the Division of Community Junior Colleges and other divisions of the State Department of Education have been outlined. In the area of evaluation and accreditation, the Division of Community Junior Colleges relies heavily on the Division

---

[5] Regulations of the State Board of Education, chap. 130-8, sec. 130-8.52, p. 128E.

[6] Ibid.

of Accreditation. This latter Division is charged with the responsibility of evaluating all public elementary schools, secondary schools, and junior colleges in Florida.

The State Department of Education provides each junior college with a copy of a mimeographed leaflet entitled "Procedures to Be Followed for Committee Visitation in Regard to Evaluation and Accreditation of Junior Colleges in Florida."[7] Upon application from a junior college, the State Superintendent of Public Instruction appoints a visiting committee chairman. The committee chairman visits the campus and with the president of the junior college: (1) sets a date for the committee visit; (2) names the committee members; (3) arranges for special consultants; and (4) makes arrangements for housing the committee members.

State Department of Education policies require that visitation committees be composed of: (1) representatives of the Division of Accreditation and the Division of Community Junior Colleges, (2) representatives from at least three different junior colleges, (3) representatives of other institutions to include universities and out-of-state representatives, not to exceed two individuals, and (4) any special representatives deemed advisable, not to exceed two individuals.

The committee chairman and the president may agree to bring in special consultants to give particular attention to special aspects of the college program. In such a case, the consultants are invited to visit the campus at some time prior to the committee's visit, and are charged with providing the committee chairman and the junior college president

---

[7]A copy of this document appears as Appendix D.

with a written report of their findings prior to the committee's visit. The consultants' report becomes a part of the committee's total report.

Prior to the visit of the evaluation committee, the junior college is required to undertake a self-evaluation study which extends over at least a six months' period prior to the committee's visit. The self-study report, which in most cases, covers a full academic year, is required to be available in written form at least three weeks prior to the committee's visit.

In addition, each junior college is required to provide by November 1 of each year a report containing information which can be used to assess the college's continuing accreditation status. Forms for these reports are provided by the State Department of Education.

When possible, state accreditation visits are planned to coincide with committee visits of other accreditation agencies.

The State Department of Education provides members of the evaluation committee and the junior college president with detailed directions as to the nature of the evaluation procedure. One of the more important documents available to the committee and to the junior college is, "A Check List to Help Guide a Visiting Team in the Evaluation of a Junior College Which Has Applied for Accreditation." In addition to this check list, the State Department of Education provides check lists relating to specific programs offered by a junior college. In the area of occupational education, the State Department of Education provides a document entitled, "Check List for Evaluation of Junior College Technical Programs."[8]

---

[8]These documents are too lengthy to be included in this study. They are available from the State Department of Education, Tallahassee, Florida.

In order to plan the self-studies which are required, a number of junior colleges have requested assistance from Florida State University and the University of Florida. These two universities have assigned junior college authorities from their staffs to serve as consultants in assisting junior college faculties to plan and carry out their self-studies.

Informal procedures for evaluation

Procedures utilized by the Division of Vocational, Technical and Adult Education and the Division of Community Junior Colleges in assisting junior colleges to plan their occupational education programs were outlined in Chapter IV. These procedures also have important meaning for evaluation of on-going programs. It was mentioned earlier that planning to meet needs is intimately related to evaluation procedures. In most cases, it is difficult to tell where one set of procedures ends and where the other set begins.

It is highly unlikely that new programs can be planned without evaluating programs which already exist. Even in cases where no other programs exist, a program being planned is constantly being evaluated against some set of criteria, expressed or unexpressed, which guides the planning. In this sense, many of the procedures undertaken by the various divisions of the State Department of Education in assisting junior colleges to plan occupational programs can also be considered as evaluation procedures.[9]

---

[9]The reader may wish to review pages 66-73.

Evaluation Procedures Utilized by Junior Colleges

Although the self-study prior to a state accreditation visit is required by law, and as such, is discussed under state level procedures, it is undertaken and brought to completion by junior college administrative personnel and faculty members. For this reason, it is important to look closer at the self-study as a procedure for evaluation. The self-study is not the only procedure, however, which has been utilized by junior colleges in this study in the evaluation of occupational programs. In addition to self-studies, the following procedures will be examined: (1) the use of consultants in evaluation, (2) the use of advisory committees in evaluation, and (3) the use of follow-up studies in evaluation.

Self-studies.—According to the junior college presidents interviewed for this dissertation, the self-studies undertaken by their junior colleges were very important evaluation procedures because they were the only evaluation procedures in which the total faculties participated.

A publication of the Junior College of Broward County[10] outlined the procedure which was followed by that college in undertaking a self-study.[11] As a first step to getting the self-study under way, the President of the Junior College of Broward County appointed a steering committee. Under the chairmanship of the Dean of Instruction, this committee nominated

---

[10]Junior College of Broward County, "A Report of Institutional Self-Study" (The College: Fort Lauderdale, Florida, June, 1963), pp. 4-5.

[11]With few variations, the procedures for completing self-studies were the same for all junior colleges included in this dissertation. This is true, of course, because the junior colleges closely follow a state-suggested format.

faculty members and administrative personnel for membership on six committees[12] to undertake the bulk of the study. Final appointment to these committees was made by the president.

As noted in the report, "The entire instructional and administrative staff of the college was drawn into the work of the committees, with each area being studied by personnel primarily from other areas."[13]

The steering committee issued materials and suggestions to guide the work of the study committees and assisted in gathering different kinds of data. Faculty members, administrative personnel, and former students were asked to fill out formal questionnaires relating to the work of the college. Other data were gathered directly from persons contacted on campus and in the community.

Preliminary committee findings and recommendations were presented by each committee chairman to the total faculty. Faculty recommendations were reviewed by the committees, and under the direction of the steering committee preliminary reports were brought together into the final self-study report. Copies of the self-study report were distributed to members of the faculty prior to a briefing and discussion at a general faculty meeting.

The self-study report of Indian River Junior College reported a similar procedure.

---

[12]All the self-studies reviewed for this dissertation used the six committees recommended by state-suggested format. These committees were concerned with: (1) general objectives of the college, (2) curriculum, (3) instruction, (4) student personnel, (5) administration, and (6) institutional relationships. A few of the colleges utilized other committees as well.

[13]Junior College of Broward County, op cit., p. 4.

(a) The total faculty was involved in the self-study and encouraged to show their best thinking.

(b) A university graduate class, Ed. 682, was used as the self-study vehicle.

(c) Regular committee meetings were held throughout the self-study period.

(d) Total faculty committee meetings were called to hear and discuss committee reports.

(e) Consultants were used with the individual self-study committees and the total faculty.[14]

The self-study report of St. John's River Junior College noted the following:

> The entire faculty of the St. John's River Junior College participated in the study, together with five additional area people. This study was undertaken in a serious manner, with all members serving on committee assignments. The findings of each committee were reported to the entire faculty.[15]

Each of the other self-studies reviewed included a statement similar to those quoted above.

As noted by the Director of Technical and Occupational Education at Brevard Junior College:

> The broad representation of our self-study committees has given many of our faculty members and our administrative personnel an opportunity to seriously consider the function of occupational education in relation to the total offerings of the college. As a result of this study,

---

[14] Indian River Junior College, College Evaluation, 1962-63 (The College: Ft. Pierce, Florida, March, 1963), p. 3.

[15] St. John's River Junior College, Self-Evaluation Study (The College: Palatka, Florida, May, 1962), p. 1.

> many of these people have a better understanding of what we are trying to do in vocational-technical education.[16]

Although the majority of direct comments relating to occupational education are contained within the curriculum section of the self-study report, each of the other sections is important for vocational-technical education. The total document is important for occupational education because the junior college is required to spell out the role of occupational education as this role relates to the other college offerings and to the general objectives of the college. A number of junior college presidents and deans of technical education expressed the feeling that this type of evaluation should be going on continuously and that some part of the junior college program should be under study at all times. However, during any given period, it was felt that overloading of faculty members with other duties made it extremely difficult to do this. In light of this situation, the most prevalent form of continuing evaluation undertaken by junior college faculty members has been evident in the revision of curriculum guides and courses of study.

The role of consultants in program evaluation

One question on the interview guide used for this study dealt with the types and numbers of consultants used by junior colleges in evaluating occupational programs. The basic purpose of the question was to assess the degree of participation of "outside consultants" - meaning out-of-state or out-of-region consultants. Although a number of junior colleges indicated only scant use of "outside consultants" as the term

---

[16] Interview, March 31, 1965.

was meant to be used in the interview question, persons who responded to the question expanded the definition to include other types of individuals.

In the first instance, as mentioned in an earlier section of this chapter, reference was made to the services performed by university faculty members in assisting junior college faculty members plan their self-studies. For the most part, these university faculty members have been generalists in the field of junior college education as opposed to specialists in occupational education. However, as noted by the junior college personnel interviewed, university consultants have utilized their own expertise as well as specialists in occupational education from university staffs, from the State Department of Education, and from other junior colleges to give the self-study committees insights into the nature of junior college occupational education.

In addition, persons interviewed for this study noted that the accreditation committees which visited the junior colleges included persons knowledgeable in the field of occupational education. These people were considered to be consultants.

All the junior colleges visited considered members of the vocational-technical advisory committees to be consultants, and in this sense, the use of consultants has been universal throughout the junior colleges included in this study.

The Director of Technical and Occupational Education at Brevard Junior College stated that their use of consultants had for the most part been limited to the consultant services provided by personnel from the State Department of Education who participated on the committee which

visited that college for accreditation purposes,[17] and to services provided by their occupational advisory committees. It was noted also, in connection with Brevard Junior College, that the college's proximity to Cape Kennedy and the use of Cape Kennedy employees as part-time faculty members made the use of outside consultants unnecessary.

The Assistant Dean for Technical Education at the Junior College of Broward County reported that members of advisory committees had more than adequately performed any functions that could have been performed by outside consultants.

Miami-Dade Junior College has used outside consultants only in connection with their morturary science curriculum. In this case, they used a consultant from the School of Morturary Science at Cincinnati, Ohio. This individual assisted in planning curriculum developments in morturary science and reviewed plans for curriculum offerings proposed by the advisory committee in this area. Miami-Dade Junior College has a professional hotel consultant who teaches part-time in their hotel-motel program. His services as a consultant are used on an informal basis.

The President of Daytona Beach Junior College reported that his college had used consultants on a number of occasions. However, they were usually personnel from the State Department of Education. Also, a member of the Florida State University staff assisted them in planning and evaluating their hotel-motel programs.

The President of Manatee Junior College stated:

---

[17]The individuals who have participated in accreditation proceedings undertaken by the Southern Association of Colleges and Schools have also been considered to be consultants.

> Members of the State Department of Education staff have worked with us as consultants ever since we started in technical education. We have made maximum use of these services. In addition, a resident of our community serves as a consultant in vocational-technical education to junior colleges throughout the United States. He has assisted us, and in fact, has worked for us as a consultant without charge.[18]

The role of vocational-technical advisory committees in evaluation

The services provided by members of vocational-technical advisory committees in planning occupational curricula are difficult to distinguish from the services provided by these same individuals in evaluating occupational programs. However, difficult as the distinction may be, every individual interviewed for this study stressed the importance of the advisory committee in evaluation. Perhaps the most succinct statement to this point was made by the President of Gulf Coast Junior College.

> It would be foolhardy to ask an advisory committee to assist in planning an occupational program and not ask them to make at least an annual assessment of the adequacy of the program that they had helped to plan. In fact, it would be unrealistic to expect an advisory committee to plan any occupational programs and not to expect them to make an almost continuous analysis of what had already been proposed.
>
> Many of our occupational graduates are hired by industries which advisory committee members represent. These people certainly represent one of the most worthwhile sources of information regarding the preparation of our graduates. After all, in these programs we are training for employability, and what better

---

[18]Interview, April 15, 1965.

> index of success of an occupational program is there than an evaluation of success on the job.[19]

Every junior college in this study indicated that they made extensive use of advisory committee members in evaluating their occupational programs and in evaluating on-the-job performance of their students. In addition, it was noted by the Director of Technical and Occupational Education at Brevard Junior College that in cases where advisory committee members have not been able to assist directly in this assessment, they have been able, in many instances, to put college officials in touch with appropriate individuals in industry.

The Director of the Technical Education Division at Daytona Beach Junior College reiterated the general procedure for using advisory committee members as noted above, but added that occupational faculty members and administrative personnel in charge of occupational programs work closely with advisory committees in evaluating on-going programs.

Follow-up studies of students as an evaluation procedure

It has been pointed out that advisory committees, faculty members, administrators, consultants, and other knowledgeable individuals have been used by junior colleges to assist in the planning of a number of different aspects of junior college occupational programs. These groups and individuals have all had a part in assessing the need for occupational education, in planning curricula to meet the need, and in evaluating on-going programs. Little has been said about the student and services which he might perform in the planning of occupational programs.

---

[19]Interview, April 9, 1965.

Presidents and deans interviewed for this study unanimously agreed that the student, i.e., the student who has completed a vocational-technical program (or part of a program) and who has secured employment, represents a valuable resource for evaluating the adequacy of the program in which he was enrolled.

A few of the junior colleges in this study have attempted to utilize employed graduates as sources for evaluation data. However, if there is any one group of procedures which has been inadequately developed in these junior colleges it would have to be follow-up procedures. Many of the presidents and deans expressed their desire to do more in this area; but often, for reasons of inadequate staff time and lack of finances, other planning procedures have been given preference.

A follow-up study of Miami-Dade Junior College students who accepted full-time employment after graduation was undertaken in the fall of 1963. This study, which utilized questionnaires sent to employers, asked for comments regarding the adequacy of job performance of the employees.

The Institutional Self-Study for Miami-Dade Junior College, which was completed in 1964, mentioned that, " . . . follow-up studies utilizing student personnel records have been made of graduates who have accepted employment . . . ."[20] A supplement to this study, completed in 1965, indicated that future plans call for, " . . . the development of computerized evaluation of follow-up of our students after transfer to

---

[20]Miami-Dade Junior College, Institutional Self-Study (Miami, Florida: The College, 1964), p. 139.

other institutions."[21] No mention is made of contemplated follow-up for employed graduates. However, the Dean of the Division of Vocational, Technical and Semi-Professional Studies reported that the personnel office now handles follow-up procedures and plans are being initiated to do more in this area.

The President of Gulf Coast Junior College reported that his college had not undertaken any formalized follow-up studies but that one of his staff members had attempted to keep in touch with their occupational graduates and knew what they were doing. In an interview with this staff member, he reported the following:

> I know where all of our employed students are working. I don't keep extensive records on them, but through personal contact with them and their employers, I keep up-to-date on their success and failures on the job. Of course, we've only graduated three classes; and the numbers are small. As the numbers get larger, we will have to do it in a more formal manner.[22]

The Dean of Technical Education at Manatee Junior College gave this analysis of the situation at his college:

> Our follow-up procedures have not been adequate, primarily because we do not have the staff time or the secretarial help to do an adequate job. We are trying to set up more adequate procedures for doing this through our student personnel office. However, when a student comes back to campus to visit we jot down a note and put it in his folder. We maintain such a folder in this office. We try to keep up on who is doing what and where.

---

[21]Miami-Dade Junior College, Institutional Self-Study Supplement (Miami, Florida: The College, 1965), p. 12.

[22]Interview, April 9, 1965.

> We would like to be able to do more in this area. It would certainly add to our other excellent procedures for evaluating our occupational programs.[23]

The Junior College of Broward County, in reply to a questionnaire sent to the Florida Study of Vocational-Technical Education, noted that they had no follow-up studies under way. In relation to their placement service, they stated that employers are requested to advise whether a given job has been filled by a student recommended for that job. No attempt is made to evaluate the performance of the student on the job through formal follow-up procedures although faculty members often contacted employers informally and discussed the work of former students.

Follow-up procedures at North Florida Junior College, Indian River Junior College and St. John's River Junior College have been of an informal nature. Possibly the need for formalized procedures at these three colleges has not been as critical as at some of the other junior colleges. These three colleges have each graduated only a very small number of students from their occupational programs.

The Director of Technical and Occupational Education at Brevard Junior College provided the following statement regarding their follow-up procedures:

> We are making some advancement in working with student personnel services as to forms and procedures which we could use in follow-up studies. We have done a little of this, but the information we have solicited has been very general. We are trying to modify our procedures to get more specific information. We would like

---

[23] Interview, April 15, 1965.

> to follow our graduates past the entry into a job. Three years would be a minimum length of time for this.[24]

The organizational structure of Daytona Beach Junior College provides for separate divisions to administer vocational education and technical education. Procedures for follow-up studies reported by these two divisions were slightly different. The Technical Education Division reported that contact is maintained with both students and employers regarding initial employment and progress after initial employment. A yearly follow-up letter is sent to each graduate requesting information regarding progress, employment, and future plans. Employers are asked to provide information as to performance of former students and to recommend areas where students are especially strong as well as areas in which they seem to be weak.

The Director of the Mary Karl Vocational Division of Daytona Beach Junior College summarized procedures utilized by his division as follows:

> Most of the follow-up studies have been made on an informal basis. Generally, these have been assessments which were made by instructors, program supervisors, and advisory groups. Assessments were usually concerned with performance of former students who were known to be employed. Within the past year, more formal evaluations were made of certain students who had completed our business education program and our cosmetology programs. Job rating sheets were sent to employers asking them to rate the performance of former students. It was an attempt to determine curriculum needs in these vocational curricula.[25]

---

[24]Interview, March 31, 1965.

[25]Interview, March 26, 1965.

Junior colleges which have performed follow-up studies of employed graduates have found that the information they get from students tends to fill gaps in the types of information which the colleges get from other individuals and groups. Follow-up studies of students thus represent a valuable source of data which should be included within the total complex of procedures for evaluating junior college occupational programs.

CHAPTER VI

SUMMARY

As was the case in most of the nation, the early public junior colleges established in Florida were strongly oriented toward university parallel education. It was not until the adoption of a state plan for community junior college education in 1957 that efforts to broaden the function of the junior colleges were realized.

The state plan for community college education is, in reality, the totality of laws and regulations which provide for the development and support of these colleges. These laws and regulations include sections which provide for the orderly development of occupational education within the total framework of junior college education.

Any plan for realizing goals must change as the times, as people, and as the goals themselves change. This study has been concerned with procedures for coping with change in junior college occupational education. More specifically, the problem for this study has been to identify and describe procedures which have been used in planning vocational-technical programs in ten of Florida's junior colleges.

This study focused on three types of planning procedures: (1) procedures for assessing the need for occupational education; (2) procedures for planning courses and curricula to meet the need for occupational education; and (3) procedures for evaluating the adequacy of on-going programs of occupational education.

Special attention was given to the organizational structure of community college education in Florida because it was believed that organizational structure determined to some extent the nature and extent of planning procedures which have been undertaken at the state level and at the junior college level.

Data for this study were gathered through interviews with selected individuals in state agencies and through interviews with junior college presidents, junior college deans of vocational-technical education, and other appropriate individuals. In addition, a review of the research relating to junior college occupational education was undertaken. Documents relating to occupational education supplied by the State Department of Education and by individual junior colleges were studied.

Investigations undertaken for this study have shown the existence of a substantial number of planning procedures at both the state and the junior college level. In a few cases the study indicated that additions to existing procedures should be given consideration. In many cases, it was indicated that attempts have been made at coordinating planning procedures at, and between the two levels. In other cases, the study indicated that there was need for investigating new methods for coordinating the procedures undertaken at the two levels.

Procedures used by state agencies in measuring the need for occupational education

State agencies, such as the Division of Vocational, Technical and Adult Education of the State Department of Education and the Florida Industrial Commission, have undertaken the bulk of the responsibility for assessing the need for occupational education.

The Division of Vocational, Technical and Adult Education completed studies of the need for technicians in 1959 and 1964. Neither the 1959 nor the 1964 study concerned itself with employment opportunities below the technician level. For that matter, although a number of Florida junior colleges[1] provide courses and curricula to train people to fill jobs below the technician level, there have been no statewide surveys of the need in these areas.

Although the Florida State Employment Service of the Florida Industrial Commission provides a number of services in summarizing past need in a broad range of occupational classification, these services are only indirectly available to Florida junior colleges. Area skill surveys in a few communities have only partially filled the void in the need for more extensive statewide surveys.

Procedures used by state agencies in planning courses and curricula to meet occupational need

In addition to procedures for assessing the need for occupational education, numerous state agencies have provided services in planning programs to meet this need.

The Council of Presidents, through the use of visiting speakers, consultants, and study groups, has contributed to a better understanding of the role of occupational education within the total offerings of Florida junior colleges.

A State Advisory Committee for Technical Education has assisted in providing direction to the development of the total statewide program

[1] A large number of high schools and special vocational-technical schools also offer occupational education below the technician level.

in junior college technical education. Members of the state committee have also assisted individual junior colleges in developing local programs to meet their individual needs. However, this committee has not concerned itself with occupations below the technician level.

Of the eight divisions of the State Department of Education, the Division of Community Junior Colleges and the Division of Vocational, Technical and Adult Education have carried the major responsibility for vocational-technical education in Florida's junior colleges. Due to the organizational structure of the State Department of Education, the division which has over-all supervisory responsibility for junior college education, the Division of Community Junior Colleges, has relied heavily on the Division of Vocational, Technical and Adult Education for professional assistance in planning occupational programs.

The Technical Education Section of the Division of Vocational, Technical and Adult Education has provided a number of services in the planning of occupational programs. This Section has attempted to keep up with developments in technical education across the nation. Members of the Section have attempted to make this information available to personnel at the junior college level. They have also assisted junior colleges in selecting appropriate members for local junior college vocational-technical advisory committees. Through association with various professional groups and visits to industries, personnel of the Technical Education Section have attempted to evaluate job requirements at different levels and have channeled this information to the junior colleges. The Section has been instrumental in bringing leaders of industry and personnel from junior

colleges together in conferences, seminars and study sessions where the aspirations of both groups could be conceptualized into programs of occupational education.

Summer seminars and conferences, cooperatively arranged by the Division of Community Junior Colleges, the Technical Education Section of the Division of Vocational, Technical and Adult Education, and individual junior colleges, have also been used to up-date techniques of instruction.

The Technical Education Section has also assisted in organizing curriculum committees in Electronic Technology and in Electronic Data Processing. These committees have been developing curricula guides to serve as models for the two-year programs in electronics and electronic data processing. Other sections of the Division of Vocational, Technical and Adult Education have offered assistance to junior colleges, but these sections have been concerned primarily with occupational education at the secondary level.

Procedures used by state agencies in evaluating occupational programs

Florida junior colleges are required to carry out state evaluation procedures during the second and third year of operation. Each junior college undertakes a self-study which usually lasts from six months to a year. Upon completion of the self-study, the college is visited by a state accreditation committee which evaluates all of the junior college programs. The State Department of Education provides the junior college with guidelines to be followed in undertaking the self-study. These guidelines parallel the instructions for evaluation given to the accreditation committee. The guidelines contain specific standards relating to

occupational education, in addition to guidelines which provide for assessment of the relationship of all programs to the stated philosophy and goals of the institution.

The accreditation committees which have visited the junior colleges included in this study have included at least one member knowledgeable in the field of occupational education.

Junior colleges have used consultants from Florida State University and from the University of Florida in planning their self-studies. These consultants have, on occasion, invited authorities in occupational education to work with them in planning the portion of the self-studies relating to occupational education.

In all the colleges studied, the total faculty has been involved in planning and implementing the self-studies prior to accreditation.

The presidents of the junior colleges studied felt that the self-studies were the most important evaluation procedures undertaken by their colleges. They noted that self-studies were one form of evaluation in which the total faculty participated, and that this broad participation contributed to a better understanding of the interrelationships between programs of different types.

It was noted that it is often difficult to distinguish between procedures for program planning and procedures for program evaluation. The two are complementary functions and planning carries with it the connotation of evaluation.

Procedures used by junior colleges in assessing the need for occupational education

Procedures for assessing need utilized by the ten junior colleges in this study showed marked variety from college to college. Individuals interviewed at each college indicated that success of occupational programs was closely linked with the college's ability to correctly assess the potential market for graduates of vocational-technical programs. There was general agreement that continuing methods of assessing need should be based on a recent, comprehensive, community-wide survey of occupational need.

Each junior college operated on the philosophy that its first obligation in vocational-technical education was to provide adequately trained graduates to fill positions in the counties supporting the junior college. In addition, each junior college felt that the consideration had to be given to the large labor market, particularly to the statewide labor market. It was also expressed by college officials that persons planning occupational programs should stay current with the occupational needs of the nation as a whole.

The effort to measure occupational need undertaken by junior colleges has been limited to measurement of need in the counties supporting the junior colleges. Both formal and informal survey methods have been used to gather information as to this need. Formal surveys, directed by college personnel, have utilized questionnaires sent to employers as data-gathering instruments. In a few cases, data gathered from questionnaires have been supplemented by data gathered through personal

interviews with employers. Some of the formal surveys have been comprehensive in nature, covering a broad range of occupations, while other surveys have been spot surveys of particular occupations.

In addition to formalized procedures for gathering data, the junior colleges in this study have relied heavily on less formal procedures. Discussions with business and professional people, contacts with members of advisory committees, and unsolicited telephone requests for programs have all served to keep the junior colleges informed about the occupational needs of the community.

A number of colleges have not undertaken a formal survey of community needs in occupational education. In these counties, reliance has been placed on the ability of vocational-technical advisory committees to correctly forecast the need for occupational offerings. The majority of presidents and directors of vocational-technical programs interviewed for this study felt that state agencies should do more in helping the junior colleges to undertake community occupational surveys. They felt that a periodic statewide survey of occupational need should be undertaken by an appropriate state agency. Working from a comprehensive statewide survey, it was felt that individual junior colleges could use spot surveys and less costly informal procedures for up-dating and expanding information gathered through the statewide study.

The smaller junior colleges included in this study, which in most cases served more rural and less industrialized counties, have been forced by the reality of a limited local labor market to plan very carefully to assure that programs offered meshed with local demands, or that state and national needs were extensive enough to attract and absorb

their occupational graduates. The larger junior colleges, which in most cases are located in more industrialized areas, do not minimize the need for adequately assessing local occupational needs. However, because of the large variety of business establishments and industrial concerns, and the large number of potential students in the counties served by these junior colleges, they have had a greater margin for error than has been evident in the smaller junior colleges.

A number of individuals interviewed stressed the fact that an adequate statewide study of occupational need would contribute to better utilization of existing occupational facilities, and would minimize the proliferation of occupational programs in situations where employment needs and student enrollment potential were inadequate.

There was agreement among the officials interviewed that procedures for assessing need should include the following:

1. A comprehensive, community-wide survey of occupational need undertaken in the counties served by the junior college.

2. A comprehensive survey of the needs and wishes for junior college occupational education on the part of youth and adults in the counties served by the junior college.

3. Spot surveys of occupational need and job requirements to supplement community-wide surveys.

4. Utilization of vocational-technical advisory committees to measure occupational need on a continuing basis.

5. An organizational arrangement and an operational procedure which makes it possible for unsolicited requests for programs to be received, reviewed, and acted upon.

6. Methods for informing the public about the types of services provided by the junior college, as well as the types of programs which a community junior college might offer.

Procedures utilized by junior colleges in planning curricula to meet the need in occupational education

The junior college president, the dean of occupational education, vocational-technical advisory committees, and junior college faculty members were all found to have important functions in curriculum planning.

The responsibility of junior college presidents in relation to occupational education was found to be the same as their responsibility in regard to other junior college offerings; namely, to conceive, to plan, and to promote programs which would contribute to the educational needs of the community. In addition, it was discovered that junior college presidents assumed differing degrees of responsibility for interpreting the aims, purposes, and needs of all programs offered by the junior college. The presidents manifested their intentions to carry out their stated roles in a number of important ways.

First, their attitude toward occupational education, and the spirit in which they carried out their responsibilities for occupational education were cited as important determinants of the attitude of other administrators, of junior college faculty members, and of community residents toward this part of the junior college program. Second, the presidents, in their selection of personnel to serve on vocational-technical advisory committees, determined to a great extent the quality of advisory help which would be available to occupational education.

Third, the president, in his capacity as chief administrative officer of the college, is charged with the responsibility for making decisions regarding the necessity to undertake curriculum planning, and with approving the proposed curriculum changes. The manner in which junior college presidents have carried out the above responsibilities has had a very important effect on the nature of occupational education in their colleges.

A number of different patterns of organization have been used by junior colleges in this study. However, whatever pattern has been used, some individual with a title of dean or director has been appointed to provide administrative leadership for occupational education. The individuals appointed have had specialized educational training and occupational experience which qualified them for such a position. The deans or directors of vocational-technical programs have exerted extensive influence in the planning of occupational programs through the following types of activities:

1. Provision of leadership for the occupational faculty in researching, planning and implementing occupational curricula.

2. Interpreting the role of occupational education to other administrative officers, to vocational-technical advisory committees, to business and industrial personnel and to other department heads.

3. Provision of leadership for the articulation and coordination of occupational education with other educational programs offered by the junior college.

Vocational-technical advisory committees, as utilized by Florida junior colleges, have provided an important body for liason between the

business-industrial world and the junior college programs which train people to serve in this world.

Junior colleges in this study have used two approaches to advisory committees. In the first instance, some junior colleges have used the single, comprehensive committee to give guidance to all programs. In other instances, junior colleges have used area committees with special concern for one occupational program. In a few cases, a combination of both of the foregoing procedures has been used - a general advisory committee to give over-all direction to the effort in occupational education, and special area committees to provide more specific guidance to individual curricula.

It was agreed by all persons interviewed that vocational-technical advisory committees should include representatives from different levels of business and industry. As a minimum, at least one individual on such committees should come from each of the following: top management, personnel management, supervisory level, and job level. It was felt that without such broad representation that it would be difficult for an advisory committee to advise a junior college as to the specific job responsibilities that an occupational graduate would face upon securing employment.

Occupational faculty members have, in all cases, been given the primary responsibility for planning curriculum content, for devising curriculum guides and courses of study, and for implementing curricula content in the classroom. Each of the junior colleges visited has some procedure whereby the total faculty, or at least representatives of the total faculty, reviewed curriculum proposals. Recommendations from the

total faculty were presented to the president for his approval and for relay to the Junior College Advisory Committee.

In making decisions as to the balance between specialized occupational education and general education which should be offered in an occupational curricula, the groups reviewed above have found that it is necessary to work closely with each other, and with faculty members from other divisions of their colleges.

Procedures used by junior colleges in evaluating occupational programs

Self-studies prior to state accreditation visits are required by Florida law. These self-studies are planned and carried out by junior college administrative officers and faculty members. The self-studies undertaken by junior colleges were found to be extremely important evaluation procedures because the total faculty of a junior college was involved in planning and implementing the studies. The self-study procedures allowed faculty members from one division to study the work of other divisions. This practice, it was felt, contributed to a better understanding of the interrelationships between different programs. The state-recommended format for conducting self-studies was also felt to be valuable because it provided for a uniformity of approach from college to college.

The major portion of the evaluation of occupational programs was found in the self-studies under the curriculum section. However, each of the other sections of the self-studies had important bearing on occupational education. It was in these other sections that the junior colleges spelled out the role of occupational education as it related

to other college offerings and services, and its relationship to the general objectives and philosophy of the college.

The view was expressed that the state-required self-study should be only a part of a college's on-going, continuing evaluation procedure. It was felt that at least a part of the college's program should be under the scrutiny of a cross-section of the faculty at all times. Such a procedure, it was felt, would lead to programs more sharply attuned to the needs of the students, to the needs of the community, and to the needs of the state.

On occasion, Florida junior colleges have utilized consultants to assist in the evaluation of occupational programs. For the most part, these consultants have come from within the State of Florida. All of the junior colleges considered members of vocational-technical advisory committees to be consultants, and in this sense, the use of consultants has been universal throughout the junior colleges studied. In addition, members of state and regional accreditation committees with special knowledge in the field of occupational education have been utilized as consultants. Personnel from the State Department of Education have also been utilized as consultants by junior colleges in this study.

A number of junior colleges have utilized individuals with special skills from their local communities, or from nearby communities, in evaluating specific aspects of occupational programs. In only a few cases have junior colleges made an independent effort to bring in individuals from out-of-state for the specific purpose of planning and evaluating occupational programs. In the great majority of cases, Florida

junior colleges have been able to rely on local and state resources for consultant help.

In many cases, individuals on vocational-technical advisory committees have been the employers of graduates of junior college occupational programs, and in this capacity have had intimate knowledge of the student's performance on the job. This knowledge has been utilized in the evaluation of the college's offerings. Committee members who were not actually employers of graduates were, in some cases, able to assist the colleges in contacting persons in business and industry who could give estimates of the performance of employed graduates.

The employed graduates themselves were considered to be important sources of information regarding the adequacy of occupational programs. However, in only a few cases have junior colleges attempted to maintain a continuing inventory of their employed graduates' assessments of the adequacy of occupational programs. What little has been done in this area has been done through the use of mailed questionnaires and through informal talks with graduates as they have returned to the college, or as their teachers have met them in the community.

Recommendations

The growth of junior college occupational education in Florida and the rising levels of success enjoyed by graduates of these programs indicate that junior college occupational education is providing a needed service to local communities and the state.

This study has shown that no single junior college has the human and financial resources to undertake all the planning procedures

and research studies which are necessary for adequate planning in occupational education. It is apparent that more adequate planning in occupational education will require extensive cooperation between state agencies and individual junior colleges.

The following recommendations are proposed in an attempt to suggest some of the areas where more adequate planning procedures are required:

1. It is recommended that the State Department of Education work through the State Industrial Commission in undertaking and completing a statewide study of occupational need. A study of this kind should provide a summary of the types and number of job opportunities for each of Florida's sixty-seven counties, as well as a summary of the total statewide employment need.

2. Because a statewide study of employment need is expensive to undertake and because data gathered through such a study are rapidly out-dated in a growing state such as Florida, junior colleges should be given assistance in planning and implementing short-term and less formalized studies of occupational need in the counties which they serve.

3. In addition to studies of employment need, it is recommended that state agencies and junior colleges cooperate in planning and implementing job analysis studies. Such studies should analyze a wide range of jobs to discover the types of educational experiences which will best prepare students for successful on-the-job performance.

4. Not only should the aforementioned studies be cooperatively carried out at the state and the junior college levels, but more adequate procedures should be established whereby the results of these and other studies could be made available to junior colleges for use in program planning and program evaluation.

5. It is an established fact that occupational education has seldom enjoyed the same level

of prestige as has accrued to strictly academic education. It is suggested that a greater commitment to this part of the junior college's program on the part of junior college presidents and junior college faculty members might help to assuage this problem.

6. Improvement in the prestige of occupational education will be likely to develop only through increased efforts to inform junior college personnel and other Florida citizens of the goals, and purposes, and the value of education for employment.

7. Occupational education at the junior college level in Florida is not, and should not be limited to training for technical and semi-professional level occupations. Research undertaken for this study indicates extensive employment demands in a wide range of occupations stretching from the semi-skilled occupations through the technical and semi-professional occupations.

8. Services performed in the planning of occupational programs on the part of the state level Technical Education Advisory Committee and on the part of junior college occupational advisory committees could be improved if such committees included representation from a wider range of occupations and from a wider range of business establishments. Special attention should be given to securing representation on these committees from small as well as from large industries.

9. It is believed that assistance from the state level in the development and financing of student follow-up studies would contribute to the improvement of occupational programs.

10. It is recommended that state agencies and junior colleges cooperate in establishing a written plan wherein responsibilities for all aspects of planning in junior college occupational education be clearly delineated. Such a plan should be more definitive than the present Florida State Plan for the Improvement of Vocational, Technical and Related Educational Services.

11. It is recommended further that the state plan for junior college occupational education assign full responsibility for all aspects of this phase of education to the Division of Community Junior Colleges and that the staff of the Division be increased to handle the new responsibilities. Although the various divisions of the State Department of Education have provided important assistance in the development of junior college occupational education, it is believed that the present organization of junior college occupational education within the State Department of Education is unlikely to provide the type of imaginative leadership which will be necessary to the full development of this phase of education.

    The recommended organizational structure would mean that the Division of Vocational, Technical and Adult Education would have responsibility for all secondary occupational education and for occupational education in adult vocational schools other than junior colleges. Such an arrangement would still necessitate coordination between the two divisions, but each division would be assigned responsibility for the parts of occupational education which it is best equipped to handle.

12. In addition to a state plan for the coordination of junior college occupational education, each junior college should have a plan which outlines responsibilities, aspects of coordination, and services to be provided at the local level. The local plan should be closely articulated with the state plan for junior college occupational education.

APPENDIX A

INTERVIEW GUIDE[1]

I. Procedures utilized in assessing occupational need.

A. What type of studies of occupational need have been undertaken by state agencies and/or by junior colleges?

B. What type of studies of occupational need do you believe should be undertaken by state agencies and/or by junior colleges to plan adequate occupational programs?

C. What type of cooperation should exist between state agencies and junior colleges in the planning of occupational need studies?

D. What type of vocational-technical advisory committees does your (agency) junior college use?

1. What criteria did you use in selecting members to serve on vocational-technical advisory committees?

2. What do you consider to be the optimum size for a vocational-technical advisory committee?

3. Do your advisory committees include representation from different job levels and from different types and sizes of business concerns and industrial establishments?

4. In the ideal situation, which job levels and what types of industries do you believe should be represented on advisory committees?

5. How do your advisory committees assist in the measurement of occupational need?

II. Procedures utilized in planning occupational courses and curricula.

A. What do you consider to be your role (as president, as dean of occupational education) in the planning of occupational programs?

---

[1]The same interview guide was used to interview personnel at the state level as was used to interview junior college personnel. Questions posed in each situation were framed in such a manner as to be compatible with the interview situation.

B. What procedures have you used to implement the role which you have described?

C. What has been the role of your occupational faculty members in the planning of occupational curricula?

D. What has been the role of your total faculty in the planning of occupational curricula?

E. What procedures have been utilized by your college in coordinating the work of your university parallel division with the work of your vocational-technical division?

F. What procedures has your college used in deciding on the balance between general education and specialized vocational-technical education which would be offered in vocational-technical curricula?

G. What has been the role of your vocational-technical advisory committees in program planning?

H. Have you used "outside consultants" (out-of-region or out-of-state consultants) in the planning of occupational curricula?

I. What services have "outside consultants" provided in the planning of occupational curricula?

J. What procedures have you used in coordinating the activities of the different groups and individuals involved in program planning (president, dean of vocational-technical education, occupational faculty members, general faculty members, consultants, advisory committees).

III. Procedures utilized in evaluating occupational programs.

A. What types of procedures have different divisions of the State Department of Education used in evaluating junior college occupational programs?

B. What procedures have been used to coordinate the work of these divisions in evaluating junior college occupational programs?

C. Is there any relationship between procedures utilized in evaluating junior college programs and procedures used to assist junior colleges in planning occupational programs?

D. What procedures have individual (your) junior college(s) used in implementing state required evaluation procedures?

E. What procedures have individual (your) junior college(s) initiated on their (your) own to evaluate occupational programs?

F. Has your junior college used "outside consultants" to evaluate occupational programs?

G. Have vocational-technical advisory committees performed any functions in evaluating occupational programs?

H. Have follow-up studies of employed graduates been used to evaluate the programs in which these graduates were enrolled?

I. Should follow-up studies of students be a part of the evaluation procedures undertaken by junior colleges?

APPENDIX B

Florida Industrial Commission
Florida State Employment Service
Form ES-566 (R-6/61)

STATE INVENTORY OF JOB OPENINGS[1]
for
FLORIDA STATE EMPLOYMENT SERVICE

State Office address Caldwell Building, Tallahassee, Florida 32304 period March 3-16, 1965

Line No.	Occupational Code	Occupational Title	No. of Ops.	Sex	Rate of Pay	Special Job Information
234		Electrician, Ship EJT: Marine Electrician	15	M	$2.98 1st/C $2.64 2nd/c $2.47 3d/c	Exp. in power, lighting, ordnance & electronics
80		Draftsman, Mechanical EJT: Piping Designer	2	M	$100-160 wk.	2 yrs. coll. & 8 yrs. exp. Piping design layout & Bill of Materials. Exell. benefits
94		Laboratory Technician II EJT: Asphalt Tester	1	M	$100-145 wk. all expenses	Pref. 2 yrs. coll. Must have exp. in Asphalt Plant or Asphalt Lab.
100		Electronics Technician II EJT: Research and Develop.	1	M	$2.50-$4.50	Prefer Tech. School beyond high school. 2 yrs. exp. in Research and Develop. Work, Skilled Lab. & Bench Man. Works on Digital Circuit Designs Using Necess. Test Equip. Able to Sec. Clear.
203		Stenographer	2	F	$75-85 wk. up	Type 50 wpm, take shorthand 80 wpm. Min. 1 yr. exp. Send direct with test results.

[1]Data on this form which might identify an employer are confidential. For this reason, some material was not included above. With this exception, the form above is an accurate representation of the form used by the Florida Industrial Commission.

APPENDIX C

"OPPORTUNITIES FOR WORK IN PRINCIPAL AREAS OF FLORIDA," May 1964 - October 1964[1]

This Chart Has Been Prepared to Indicate The Demand for Workers in Florida. The 19 Cities Listed Are Representative of the Various Areas of the State. All Occupations Could Not Be Listed; Therefore, If An Occupation Is Not Listed It May Be Assumed That It Is Neither A Shortage Nor Surplus Occupation.

Shortages Are For Well Qualified Persons, And Others Should Not Assume Jobs Will Be Easily Obtained.

A. Strong Demand For Workers. Serious Shortage of Qualified Applicants.
B. Good Job Opportunities. Local Supply of Qualified Applicants Inadequate.
C. Occupation Is Important in Area, But Local Supply of Workers Is Adequate.
D. Some Job Opportunities, But Supply of Qualified Workers Exceeds The Demand.
E. Few or No Job Opportunities in the Area.

PROFESSIONAL AND MANAGERIAL OCCUPATIONS	Clearwater	Cocoa Melbourne	Daytona Beach	Ft. Lauderdale	Ft. Myers	Ft. Walton Beach	Gainesville	Hollywood	Jacksonville	Lakeland	Miami	Panama City	Pensacola	St. Petersburg
Dental Technician	D	C	E	B	C	C	D	E	D	E	C	B	C	C
Draftsman, Mechanical	D	B	C	B	E	C	E	B	B	B	B	C	B	C
X-Ray Technician	C	D	E	B	C	C	E	B	C	E	B	B	E	D

[1]This appendix is an abstract of a six-month summary of work opportunities in the major cities of Florida. The full document, for any given six months' period, may be secured from the Florida Industrial Commission, Tallahassee, Florida.

APPENDIX D

"PROCEDURES TO BE FOLLOWED FOR COMMITTEE VISITATION
IN REGARD TO EVALUATION AND ACCREDITATION
OF JUNIOR COLLEGES IN FLORIDA"[1]

1. Complete form CJC/Acc 1 and send it in to the State Superintendent.

2. Superintendent Bailey will appoint a visiting committee chairman.

3. Chairman will visit the campus and with the president of junior college will

   a) set a date for committee visit
   b) name the committee members
   c) arrange for special consultants
   d) make arrangements for housing, etc.

4. Expenses

   a) State Department personnel pay their own expenses.
   b) Committee members and special consultants will have expenses paid by the applying junior college (per diem @ $11.00 plus 10¢ per mile travel expenses).
   c) No honorarium will be paid except to out-of-state committee members.

5. Composition of committee

   a) Representatives of State Department to include at least

      1) Division of Accreditation
      2) Division of Community Junior Colleges

   b) Representatives of junior colleges to include three different colleges.
   c) Representatives of other institutions to include universities and out-of-state representatives not to exceed two individuals.
   d) Any special representatives deemed advisable not to exceed two individuals.

---

[1]This appendix is a copy of "Procedures to be Followed for Committee Visitation in Regard to Evaluation and Accreditation of Junior Colleges in Florida." The original document may be secured from the State Department of Education, Tallahassee, Florida.

6. Special consultants

Upon agreement between the chairman and the president, a number of special consultants may be selected to give particular attention to special parts of the college program. These consultants will be invited to visit the campus at some time prior to the committee's visit at which time a written report will be prepared and filed with the committee chairman and with the president. This report will become a part of the committee's total report at the time of the visit. These special consultants will be asked to give breadth and depth to the evaluation.

7. Length of committee visit

8. Self-evaluation

Each college will conduct a self-evaluation study extending over a period of not less than six months (preferably one full academic year) prior to the committee's visit. This shall be available in written form at least three weeks prior to committee's visit.

9. Annual reports

a) A limited report will be required of all colleges beginning with Fall, 1960. This report shall include faculty information and such other data as are necessary to base judgments concerning continued accreditation standing. Of particular importance are changes in organization or operation since the last report. When applicable, a copy of report for Southern Association of Colleges and Secondary Schools may be used for this purpose.

b) For colleges which have not received SACSS accreditation, a full annual report may be required until SACSS accreditation is received.

c) These annual reports shall be due on or before November 1 of each year.

d) Forms will be provided by State Department of Education.

10. Committee visits

State accreditation committee visits should coincide with committee visits of other accreditation agencies whenever practicable.

INFORMATION TO BE SUPPLIED BY COLLEGE

1. Completed forms as supplied by the State Department of Education

2. Copy of catalog
   " " brochures
   " " bulletins, etc.
   " " printed materials

3. Annual attendance reports

4. Grade distribution reports
5. Faculty policies
6. Organizational chart
7. Budget
8. Salary schedule

Data to have available for committee to examine:

1. Surveys
2. Follow-up studies of student success
3. Self-evaluation study
4. Course outlines
5. Facilities survey report
6. Copies of final examinations
7. Institutional studies on teaching effectiveness
8. Follow-up records of students
9. Institutional studies

BIBLIOGRAPHY

American Vocational Association. Vocational Advisory Committees. Washington: The Association, 1957.

Barringer, Bobby A. "Procedures Used in Initiating Community Junior Colleges in Florida." Ed. D. dissertation, College of Education, University of Florida, 1964.

Clausen, Walter H. "The Needs and Opportunities for Technicians in Industry." Paper read before the Technical Education Workshop, Miami, Florida, July 10-28, 1961.

Community College Advisory Committee. Community College Brief, Bay-Gulf Area. Panama City, Florida: The Committee, February 25, 1957.

Community College Council. Using Surveys in Decision Making for Florida's Community Colleges. Tallahassee, Florida: The Council, October, 1956.

Contra Costa Junior College District. Occupational-Vocational Education Study for Contra Costa County. Contra Costa, California: The District, 1957.

Dauwalder, Donald D. Education and Training for Technical Occupations. Los Angeles City School District, Division of Extension and Higher Education, 1961.

Dwyer, William B. "What is Excellence," Excellence in Terminal Education. Proceedings of the Third Annual Junior College Administrative Teams Institute. Daytona Beach, Florida, July 29 to August 2, 1963. Prepared by the College of Education, University of Florida, 1963.

Educational Policies Commission. Manpower and Education. Washington: National Education Association, 1965.

Electronics Industries Association. Organization, Function and Operation of Industry Advisory Groups. Washington: The Association, undated.

Florida State Employment Service. Area Skill Survey: Ocala, Florida Tallahassee, Florida: The Service, 1964.

_____. Area Skill Survey: Miami, Florida. Tallahassee, Florida: The Service, 1964.

_____. Florida State Inventory of Job Openings. Tallahassee, Florida: The Service, March 3-16, 1965.

_____. Opportunities for Work in Principal Areas of Florida, May 1964 - October 1964. Tallahassee, Florida: The Service, October, 1964.

Gardner, John W. "National Goals in Education," Goals for Americans: The Report of the President's Commission on National Goals. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960.

Harris, Norman C. Technical Education in the Junior College: New Programs for New Jobs. Washington: American Association of Junior Colleges, 1964.

Indian River Junior College. College Evaluation, 1962-63. Ft. Pierce, Florida: The College, March, 1963.

Johnson, B. Lamar. "Alternative Patterns for Post-Secondary Technical-Vocational Education," Technical-Vocational Education and the Community College. Proceedings of the Thirteenth Annual Legislative Work Conference of the Southern Regional Education Board. Williamsburg, Virginia, August 27-29, 1964.

Junior College of Broward County. A Report of Institutional Self-Study. Fort Lauderdale, Florida: The College, June, 1963.

Medsker, Leland L. The Junior College: Progress and Prospect. New York: McGraw Hill Book Co., Inc., 1960.

Memorandum from the State Department of Education to the State Junior College Board, October 26, 1964 (in the files of the Board).

Miami-Dade Junior College. Institutional Self-Study - 1964. Miami, Florida: The College, 1964; also Supplement, 1965.

Miner, Edwin H. "Organizing for Excellence," Excellence in Terminal Education. Proceedings of the Third Annual Junior College Administrative Teams Institute, Daytona Beach, Florida, July 29 to August 2, 1963. Prepared by the College of Education, University of Florida, 1963.

National Manpower Commission. Improving the Work Skills of the Nation. New York: Columbia University Press, 1955.

National Science Foundation. The Long Range Demand for Scientific and Technical Personnel. Washington: U. S. Government Printing Office, 1961.

St. John's River Junior College. Self-Evaluation Study. Palatka, Florida: The College, May, 1962.

State Department of Education. Alternative Plans of Organization and Operation of General Adult and Vocational Services in Areas Served by Community Junior Colleges. Tallahassee, Florida, 1964. (Mimeographed.)

_____. Florida's Public Junior Colleges. Tallahassee, Florida: The Department, 1965.

_____. Florida School Laws. Tallahassee, Florida: The Department, 1963.

_____. Meeting the Need for Vocational, Technical, General Adult, and Related Education in Bay County. Tallahassee, Florida: The Department, 1963.

_____. Policy Statement for Technical Training in Florida. Tallahassee, Florida: The Department, 1957.

_____. Regulations of the State Board of Education. Tallahassee, Florida: The Department, 1965.

_____. Technical Education, Technicians for Florida Industries. Tallahassee, Florida: The Department, 1959.

_____. The Florida Study of Vocational-Technical Education. Tallahassee, Florida: The Department, 1965.

_____. 1964 Technical Education Survey Report. Tallahassee, Florida, 1964. (Mimeographed.)

Technical Education Committee. Report of Indian River Junior College Technical Education Committee. Ft. Pierce, Florida: The Committee, 1964.

Thornton, James W. The Community Junior College. New York: John Wiley & Sons, Inc., 1960.

U. S. Department of Health, Education and Welfare. Occupational Criteria and Preparatory Curriculum Patterns in Technical Education. Washington: Government Printing Office, 1962.

_____. Organization and Effective Use of Advisory Committees. Washington: Government Printing Office, 1960.

U. S. Department of Labor. Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization and Training. Washington: Government Printing Office, 1963.

Venn, Grant. Man, Education and Work. Washington: American Council on Education, 1964.

Wattenbarger, James L. "The Council Studies the Problem," Junior Colleges for Florida, A Collection of Addresses Delivered at the Annual Meeting of the Florida Association of Colleges and Universities, Winter Park, Florida, April 26-27, 1956. Prepared by the Community College Council. Tallahassee, Florida: The Council, 1956.

Wattenbarger, James L., et al. "Annual Report of Services, 1963-64; State Junior College Board and Division of Community Junior Colleges." Tallahassee, Florida, 1964. (Mimeographed.)

BIOGRAPHICAL SKETCH

Frederick Henry Boyle was born April 23, 1928, at Lincoln, New Hampshire. Upon graduation from Mount Hermon School for Boys at Mount Hermon, Massachusetts, in 1946, he enlisted in the United States Marine Corps. He served in China as an aerial navigator and was discharged in August, 1948. He received the Bachelor of Arts Degree from Western State College of Colorado in 1955 and attended Harvard University as a National Science Fellow where he received the degree Master of Education in 1958.

Frederick Boyle began his career in education in 1955 as a teacher of English and mathematics at Lead, South Dakota. Upon completion of his work at Harvard University, he accepted a position as Instructor of Physical Education at the University of Alaska. During his four years' service at the University of Alaska he rose to a position as Associate Professor and Head of the Department of Health, Physical Education and Recreation.

In 1962, Mr. Boyle accepted a W. K. Kellogg Foundation Fellowship in Junior College Administration at the University of Florida. During the final year of his graduate study at the University of Florida, Mr. Boyle served as an Interim Instructor in the Department of Administration, College of Education.

Mr. Boyle is married to the former Retta Mae Haddock of Pueblo, Colorado, and is the father of three children, Kathleen Erin Boyle, Kevin Michael Boyle and Keenan Timothy Boyle.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August 14, 1965

Kimball Wiles
Dean, College of Education

Dean, Graduate School

Supervisory Committee:

Chairman

M. C. Barker

Douglas E. Scates

Ruth E. Albrecht

Robert R. Wiggenson